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ABSTRACT

This unit is part of a Mississippi program developed to provide exploratory experiences and training for handicapped students, to determine if these students are capable of further vocational training or are poor risks for further occupational training, and to train students for basal skill occupations. The materials included in this unit on child care have been developed for use by teachers of mildly mentally retarded students. The unit contains nine miniunits that cover job opportunities; basic housekeeping skills; infant care; preschool children; health and safety; observation of preschool programs; discipline and guidance of preschool children; play supervision; and simulation of a day-care center. Each miniunit is composed of the following parts: unit goal; objectives; resources; tools and/or equipment; materials and/or supplies; information and/or procedures; learning experiences; and suggested related activities. The last page of each miniunit is a sample form designed for use by the vocational preparation teacher in recording tasks in the order in which they should be taught, with procedures to be used in accomplishing them. A glossary is included in the guide. (KC)

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EXEMPLARY PREVOCATIONAL PROGRAMS FOR EDUCABLE MENTALLY RETARDED IN MISSISSIPPI

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CHILD CARE

EXEMPLARY PREVOCATIONAL PROGRAMS FOR EDUCABLE MENTALLY RETARDED IN MISSISSIPPI

CHILD CARE

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FOREWORD

Handicapped students are usually limited in their life experiences and need exploratory experiences to determine their innate vocational ability. The aim of this program is to provide exploratory experience and training for the handicapped student; to determine if the student is capable of further vocational training or is a poor risk for further occupational training, and to train the student for basal skill occupations.

The vocational preparation program is designed to help the students understand the nature of different kinds of work; to provide students with the qualifications and prerequisites necessary for entry into a field of employment; and to introduce the students to the work options available so that they can make sound decisions concerning their occupational abilities.

Specific Objectives of the Program

1. To provide activities to help identify the vocational potential of students.
2. To provide information and experiences to aid the student in becoming aware of occupational opportunities.
3. To develop fundamental skills which can be used when working with materials related to various occupations.
4. To develop safe work practices with tools, machines, and materials.
5. To develop eye-hand coordination.
6. To develop finger dexterity.
7. To develop spatial and color perception skills.
8. To provide an opportunity for students to experience true success in vocationally oriented activities.
9. To promote harmonious interactions with peers to achieve common goals.
10. To develop elementary problem-solving abilities.

Morris Murray
State Supervisor
Special Vocational Programs

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AN INTRODUCTION TO THE MATERIALS

The materials included in this unit on child care have been developed for use by teachers of educable mentally retarded students. The miniunit activities are designed for use by vocational preparation teachers; however, a portion of each unit may be appropriate for other groups of students. Vocational preparation and special education teachers must correlate their teaching efforts for the students to receive maximum benefits.

When studying the information, some words will be uncommon, but related to the study of child care. Such words and their meanings are contained in the GLOSSARY for easy reference.

Each miniunit is composed of the following parts:

Unit Goal: A statement of the specific purposes of the miniunit which establishes the minimum accomplishments expected.

Objectives: Statements of specific purposes of each subunit which establishes minimum accomplishments expected.

Resource(s): A list of books or pamphlets which contain information pertinent to the tasks and activities involved in the miniunit. An asterisk precedes those references which are deemed more informative than others included in the list.

Tools and/or Equipment: A listing of tools and/or equipment needed to accomplish the activities suggested in the miniunit.

Materials and/or Supplies: A listing of materials and/or supplies essential in the accomplishment of the suggested activities.

Information and/or Procedures: A compilation of information and procedures needed to accomplish the miniunit objectives.

Learning Experiences: A listing of suggestions which should be helpful to the vocational preparation teacher in planning and organizing the class experiences. These suggestions should be supplemented by activities stemming from the teacher's personal ingenuity and familiarity with local circumstances and student ability levels.

Suggested Related Activities: The related activities are designed to be helpful to academically oriented special education teachers in correlating thier teaching with appropriate miniunit activities. Great effort should be exercised in keeping the two areas of instruction as closely related as possible thus assuring that the related instruction will always complement the prevocational activities.

Numbering the miniunits from 1 through 9 does not mandate their use in this order. The miniunits may be selected in any order the teacher chooses.

The last page of each miniunit is a sample form designed for use by the vocational preparation teacher in recording tasks in the order in which they should be taught, with attending procedures to be exercised in their accomplishment. The use of this form should aid the vocational preparation teacher in organizing and managing the instructional program.

GLOSSARY

Child Care

1. Active Play--Participating in and enjoying an activity.
2. Appliance--Large or small pieces of kitchen equipment.
3. Blanket--An article of the layette used for cover or warmth.
4. Bootie--Article of clothing for baby's foot.
5. Breast Feeding--A method of giving a baby mother's milk.
6. Caregiver--The person who takes care of children's needs.
7. Creativity--Free expression without the aid of patterns.
8. Daily Schedule--An outline of time and work plans for the day care center.
9. Day Care Center--An institution which cares for children's needs during the day time.
10. Diaper--A cloth square used to cover a baby's bottom.
11. Discipline--Positive steps taken to change unsatisfactory behavior.
12. Disposable Diaper--A paper diaper which is used only once.
13. Employee--One who works for another.
14. Employer--One who hires another.
15. Finger Play--Finger motions which are used with short songs or poems.
16. First Aid--Treatment with a medicinal substance.
17. Fracture--The breaking of a bone.
18. Free Play--A time when children are allowed to work with any activity they choose.
19. Gown--An article of baby's clothing used for sleep.
20. Imitation--The way in which children learn to do things.
21. Immunization--The process by which a person becomes immune to disease.
22. Interview--A meeting of the employer and the job applicant for evaluation and questioning.
23. Normal Temperature--98.6F as read on a thermometer.
24. Observation--Watching the behavior of a child or group of children.
25. Occupation--A job, or vocation at which a person works.
26. Passive Play--Watching or listening to another person or group in an activity.
27. Positive--Expressing "do" rather than "don't."
28. Preschooler--A child between the ages of 3 and 6.
29. Punishment--Negative treatment used for discipline.
30. Readiness--Academic experiences which help in the learning process.
31. Reference--A person who can answer questions about the applicant's character and ability.
32. Resume--A short summary of qualifications and experience used in applying for a job.
33. Self-help Skills--Those skills which allow children to perform for themselves.

34. Socialization--The process by which children learn how to function with others in society.

35. Soft-Spot--The top of the baby's head where bones have not yet joined.

36. Sterilize--Process of boiling ten minutes in order to kill bacteria.

37. Thermometer--An instrument used to take temperature readings.

38. Utensils--Small implements used in food preparation.

MINIUNIT I. JOB OPPORTUNITIES

Goal: After completing this miniunit, the student will be able to locate positions available in the child care field and complete job applications and resumes for these positions.

Resources

Benson, Ann. **Child Care,** Volume 1. Stillwater, Oklahoma: State Department of Vocational and Technical Education, 1981.

Career Information Center. **Consumer Homemaking and Personal Service.** New York: Butterick Publishing, 1979.

Plue, William. **Vocational Activities for the Slow Learner.** Hattiesburg. Mississippi.

Sinick, Daniel. **Your Personality and Your Job.** Chicago: Science Research Associates, Inc., 1960.

U.S. Department of Labor Employment Standards Administration. Wage and Hour Division. Publication 1236.

Tools and/or Equipment

1. Tables
2. Chairs

Materials and/or Supplies

1. Application form for employment
2. Resume sample section of newspaper
3. Follow-up letter
4. Envelope
5. Classified advertisement section of newspaper
6. Paper
7. Pencil

SECTION A: Jobs Related to Child Care

Objectives

1. Define occupation, vocation, and career. List two examples of each.
2. Define baby sitter, nursemaid, kitchen helper, and child care aide.

Information and/or Procedures

Occupation and vocation are usually defined in the same way. On job application forms, the occupation is usually described with words such as carpenter, bus driver, librarian, cook, or dentist. Many students with no occupation may still work at a part-time job, usually after school or on weekends. Another term often heard is career, which is usually defined as the occupation a person engages in during an entire working life. A career may consist of a series of jobs. However, thoughtful planning that relates personality factors to work factors will develop a more meaningful career.

Working conditions in child care are usually pleasant, but longer than forty hours a week. Work may begin before children wake up in the morning and end after they are asleep at night. Wages vary according to location and requirements of the employer. Workers who live in the employer's home also receive room and board. Self-employed workers must arrange for their own benefits. The Fair Labor Standards Act sets wages and hour employment standards that affect most workers in the United States including young people. All standards do not apply to apprentices and student learners. A wide variety of jobs are available in child-care work. The following are some typical job descriptions:

1. **Baby Sitter.** The baby sitter keeps children on a daily or hourly basis rather than full-time and is required to take care of all the children's needs. While parents are away, baby sitters may be required to perform small household tasks. Sitters can care for children in their own home or in the child's home. Part-time baby sitters set their own fee.

2. **Housekeeper, General Maid, or Day Worker.** The housekeeper manages the home or center, directs the activities of the full-time and part-time workers, orders food and cleaning supplies, keeps a record of expenses, and may even hire and fire. The housekeeper may cook, clean, and care for the children. This job is paid by the hour and requires good character references.

3. **Nursemaid.** The nursemaid cares for children--giving them baths, supervising their play, preparing meals, and entertaining them. This job does not involve any cleaning or housework.

4. **Chef or Cook.** The cook supervises food preparation so that balanced meals are prepared at economic cost; prepares meat, vegetables, casserole dishes; and may order, receive, inspect, and store all food. Duties depend on the size and type of establishment. This job requires a health certificate.

5. **Kitchen Helper.** The kitchen helper assists the cook by doing a variety of tasks, including clearing tables, resetting with fresh linens, cleaning silver, filling water glasses, cleaning the dining area, and serving food and beverages.

6. **Sanitation and Maintenance Worker.** This worker keeps dishes, cooking utensils, equipment, and floors clean; cleans any accidental spills; may do minor repair work; and may be required to keep bathrooms clean.

7. **Chauffeur.** The chauffeur drives and maintains cars or vans for the center, helps get children in and out of cars or vans, and carries packages. The chauffeur may spend some time washing, waxing, and having the car or van serviced or serve in other capacities at the center if needed. The chauffeur must be 21 years old and have a chauffer's license and a good driving record. A driver's education course in high school would be helpful.

8. **Child-care Aide.** The aide cares for children in a day care center and may have a wide variety of duties. These duties include helping prepare and serve meals for the children; helping with children's clothing; watching the children at play; assisting on outings; entertaining; helping keep the center clean and in order; and supervising some learning activities.

SECTION B: Finding a Job

Objectives

1. Locate a job opening in each of the above stated areas using the newspaper classified ads.
2. List three methods used to find a job.
3. Complete a personal resume.
4. Complete a job application.
5. Complete a job interview by role-playing with a classmate.

Information and/or Procedures

Whether looking for the first job or making a job change, a number of things can make the task easier and more rewarding. Getting the right job takes planning. Some sources to use in finding a job are answering a help-wanted ad in the newspaper, placing a situation-wanted ad in the newspaper, applying with the State Employment Service, and applying with a private employment service.

Activities

1. **Applying for a Job.** Use the newspaper classified ad section to find a job which is interesting. If you cannot find a suitable job, write out a "situation wanted" ad to place in a newspaper. Use the newspaper classified section as a guide for the advertisement. When you have found a job, fill out the application form given at the end of this miniunit to apply for a job and write a resume of qualifications and experience. Use the sample at the end of this unit as a guide.
2. **Interview.** Arrange for an interview by calling to make an appointment. Dress modestly and be well-groomed. Arrive early, go to the interview alone, introduce yourself to the secretary, and state the purpose of your visit. Take your resume along. It is important to think before answering questions in an interview. Be brief, positive, and honest in answering. Use the sample job interview at the end of this miniunit to act out an interview in front of the class. Take turns being the applicant and the interviewer in order to play both roles.
3. **Follow-up Letter.** Write a follow-up letter to thank the employer for the interview. The letter should meet the following standards: typed or written perfectly; clean, neat, attractively arranged on the paper; and free from spelling, punctuation, and grammatical errors. Include the following points in the letter: express appreciation for the interviewer's time and interest, summarize your qualifications and interest in the position, and include your name, address, and phone number. Use the sample follow-up letter at the end of this miniunit.
4. **Envelope.** Address the business envelope by typing the address on the envelope exactly the same as the inside address of the letter. Use the envelope at the end of this miniunit as an example.

Learning Experiences

1. Have students write a list of their goals.
2. Arrange for a career counselor to discuss career planning.
3. Begin publications file on child care.
4. Clip child care job listings from newspapers for bulletin board.

Suggested Related Activities

Language Arts: 1. Write a letter for a job application and properly address the envelope.

Math: 1. Figure a pay check for one week.

SAMPLE RESUME

Donna Jones

Address: 184 South Street
_____ ,Mississippi 38632

Education: Twelfth grade student at _____ High School,
_____ , Mississippi 38632

Work Experience: _____ Child Care Center, _____, Mississippi, 1982, employed as an aide. Duties included preparing children's snacks, play activities, and assisting teacher.

Betty's Ceramic shop, _____ , Mississippi, 1983. Duties included pouring and cleaning greenware, storage of molds, painting bisque, and greeting customers.

Special Skills: Work with children; arts and crafts; sing.

Extracurricular Activities: High school 4-H Club; Special Olympics team member; member of music group

References: Furnished upon request.

SAMPLE EMPLOYMENT APPLICATION

"WE ARE AN EQUAL OPPORTUNITY EMPLOYMENT COMPANY, WE ARE DEDICATED TO A POLICY OF NON-DISCRIMINATION OF EMPLOYMENT ON ANY BASIS INCLUDING RACE, CREED, COLOR, AGE, SEX, RELIGION OR NATIONAL ORIGIN: OR PHYSICAL DEFECTS."

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

DATE _____

NAME _____
LAST FIRST MIDDLE

PRESENT ADDRESS _____
STREET CITY STATE ZIP

PERMANENT ADDRESS _____
STREET CITY STATE ZIP

PHONE NO. _____ SOCIAL SECURITY NUMBER _____

REFERRED BY _____

EMPLOYMENT DESIRED

POSITION _____ DATE YOU CAN START _____ SALARY DESIRED _____

ARE YOU EMPLOYED NOW? _____ IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER _____

EVER APPLIED TO THIS COMPANY BEFORE _____ WHERE _____ WHEN _____

EDUCATION	NAME AND LOCATION OF SCHOOL	YEAR ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK _____

U.S. MILITARY OR NAVAL SERVICE _____ RANK _____ PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES _____

ACTIVITIES OTHER THAN RELIGIOUS (CIVIC, ATHLETIC, FRATERNAL, ETC.) _____

INCLUDE ORGANIZATIONS,THE NAME OF CHARACTER OF WHICH INDICATES THE RACE, CREED, COLOR, OR NATIONAL ORIGIN OF ITS MEMBERS

(CONTINUED ON OTHER SIDE)

FORMER EMPLOYERS LIST BELOW LAST FOUR EMPLOYERS. STARTING WITH LAST ONE FIRST

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				

REFERENCES: GIVE BELOW THE NAMES OF TWO PERSONS NOT RELATED TO YOU WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED

PHYSICAL RECORD: LIST ANY PHYSICAL DEFECTS

WERE YOU EVER INJURED? GIVE DETAILS

HAVE YOU ANY DEFECTS IN HEARING? IN VISION IN SPEECH

IN CASE OF EMERGENCY NOTIFY

NAME ADDRESS PHONE NO.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERDSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTION.

DATE SIGNATURE

DO NOT WRITE BELOW THIS LINE

TO BE COMPLETED DAY EMPLOYMENT BEGINS DATE

HEIGHT WEIGHT AGE DATE OF BIRTH

SINGLE MARRIED WIDOWED CITIZEN U.S.A. SEX

THE ABOVE INFORMATION NEEDED FOR PENSION, HOSPITALIZATION INSURANCE, ETC. AND NOT FOR HIRING PURPOSES.

INTERVIEWED BY DATE REMARKS

NEATNESS		CHARACTER	
PERSONALITY		ABILITY	

HIRED FOR DEPT. POSITION WILL REPORT SALARY WAGES

APPROVED BY

EMPLOYMENT MANAGER DEPT. HEAD GENERAL MANAGER

SAMPLE FOLLOW-UP LETTER

184 South Street
_____, Mississippi 38632
May 15, 1983

Ms. Jane Doe, Manager
ABC Nursery
230 Millbranch
_____, Mississippi 38632

Dear Ms. Doe:

Thank you for interviewing me for the child care aide position in your nursery. I feel that working for ABC Nursery would be rewarding and that I am capable of doing the work required. I hope that I will have the opportunity to prove my worth.

The application form you gave me is enclosed.

I will be available for work June 1. You may call me at my home after 3:00. My number is 365-2589.

Sincerely yours,

Donna Jones

Donna Jones

SAMPLE ENVELOPE

Donna Jones
184 South Street
_____, MS 38632

Ms. Jane Doe, Manager
ABC Nursery
230 Millbranch
_____, MS 38632

SAMPLE JOB INTERVIEW

Two students may rehearse this script and read it in front of the class to show how an interview might be conducted.

A - Applicant

I - Interviewer

A: (Enters room, pauses, smiles, and approaches Ms. Jones whose hand is extended. They shake hands.) Hello, Ms. Jones I'm Joe Hunter and am applying for the job of a child-care aide you advertised in Friday's *Daily Press*.

I: Hello, Mr. Hunter. Won't you have a seat?

A: Thank you. I have a resume which may be helpful to you. (Hands Ms. Jones the resume and sits down.)

I: This is a very well-prepared data sheet. Well, Joe, tell me about yourself.

A: I'm a junior at Anytown High School where I'm enrolled in vocational home economics education. I'm interested in working in a center like yours while going to school and when I graduate. My older brother works in a child-care center in Big City, and I think there are a lot of future opportunities in this field.

I: Joe, have you had any work experience or are you currently working anywhere?

A: Yes. I am working as a nursery attendant at church. I am responsible for keeping the area clean and organizing materials. I have also done baby sitting for my relatives and neighbors.

I: What do you think you have learned from your job at the church nursery?

A: Probably the most important thing I have learned is how to care for children, and to be dependable and responsible.

I: What kind of person is your supervisor and how do you get along?

A: My supervisor has several good qualities. She runs a good nursery.

I: Why do you want to work here?

A: I feel there would be more opportunity for me to develop the skills necessary to reach my goal of getting my C.D.A. credential.

I: How did you get the job at the nursery?

A: A friend of mine who used to work there recommended me as her replacement.

I: When would you be able to start and what hours could you work?

A: I could start work as soon as I give my present supervisor two weeks' notice. I will be able to work from 2:30 to 5:30 on weekdays and all day on weekends and holidays.

I: In which school activites are you involved this year?

A: I am a member of the FHA/HERO student council, and chorus. I should know about any trips with these groups early enough to make arrangements with you and another employee so there will be no problems with missing work.

I: Do you have any financial obligations, such as a car payment?

A: No, Ms. Jones.

I: Have you ever had any difficulty with the police other than a traffic violation?

A: No.

I: How much do you expect to earn?

A: I understand from some of the other employees that a person may begin at the minimum wage and advance with time and experience.

I: That's right. Here is a brochure explaining our pay scale and other benefits.

A: Thank you.

I: Thank you for talking to us. We will let you know about the job soon.

A: (Stands) Thank you for your time, Ms. Jones, Have a good day. (Shakes hand and leaves.)

INSTRUCTIONAL OUTLINE

To teach the tasks association with MINIUNIT I, a series of events must occur sequentially. In the following space, list the tasks and outline the procedure that should be used in teaching the miniunits.

List of Tasks	Procedure for Accomplishing Each Task
1	1.

MINIUNIT II. BASIC HOUSEKEEPING SKILLS

Goal: After completing this miniunit the student will be able to perform basic housekeeping duties.

Resources

Laitem, Helen H., Francis Miller, and L. Bell Pollard. **Experiences in Home Economics.** Boston: Guin and Company, 1964.

*Proctor and Gamble. **Caring for the Home.** Cincinnati, Ohio: Proctor and Gamble Company, 1981.

*Proctor and Gamble. **Let's Clean House.** Cincinnati, Ohio: Proctor and Gamble Company, 1979.

*These teaching aids may be purchased by sending $4 for each publication to the following address:

Miss Jean Shaw, Supervisor
Education Services
Proctor and Gamble
P.O. Box 14009
Cincinnati, Ohio 45214

Tools and/or Equipment

None

Materials and/or Supplies

1. Skimmer, rotary beater
2. Wire whip
3. Two-tine fork
4. Pastry brush
5. Portable mixer
6. Liquid measuring cup
7. Measuring spoons
8. Dry measuring cups
9. Funnels
10. Flour sifter
11. Saute pan
12. Sauce pot
13. Colander
14. Strainer
15. Paring knife
16. Spatula
17. Grater
18. Cookie cutter
19. Rolling pin
20. Scoop
21. Vegetable peeler
22. Cookie sheet
23. Mixing bowls
24. Can opener (hand)
25. Electric can opener
26. Layer cake pans
27. Pie pan
28. Muffin pans
29. Perforated spoon
30. Tongs
31. Wooden spoon
32. Ladle
33. Turner
34. Mop
35. Broom
36. Bucket
37. Plate
38. Fork
39. Knife
40. Spoon
41. Napkin
42. Glass
43. Dish cloth
44. Dust cloth
45. Dust pan

SECTION A: Care of Appliances

Objective

Demonstrate care and cleaning of various household appliances.

Information and/or Procedures

Major appliances today are made of many different materials. To protect these materials in the cleaning process, one needs to understand these various materials and the cleaning solutions.

Whatever the material, it should be treated with care to preserve the appearance and protect the finish of the appliance. Appliances should be cleaned frequently so that dirt does not accumulate. If this practice is followed, all that will be necessary for cleaning will be detergent solution. Simply wring out a cloth or sponge in a detergent solution, wipe off all exterior appliance surfaces, rinse if desired, and polish with a dry cloth. Occasional waxing with an appropriate wax will help repel soil, protect the finish, and make future cleaning easier.

If appliance surfaces are not cleaned regularly and dirt accumulates, cakes, or bakes on, harsher cleaning methods and materials may be needed to remove the dirt. In this case there is the risk of damage to the finish. Different metals are sensitive to different cleaners. If a special metal cleaner is needed, be sure it is appropriate for the metal to be cleaned.

Small appliances are generally "display" items that are often kept in sight for handy use in the kitchen or taken to the table for serving purposes. They are designed to be attractive as well as functional. To keep them both pretty and useful, they need to be cleaned after each use in the following way.

1. Disconnect small appliances before cleaning.
2. Some appliances have electrical connections sealed so that they can go right into the water for thorough cleaning inside and out. After washing and rinsing, wipe with a soft cloth to keep them shining.
3. Appliances that cannot be immersed in water must be handled with more care. The inside needs thorough washing with detergent solution and thorough rinsing, taking care not to get the electrical connection wet. Do not neglect to clean the outside thoroughly after each use. Do not use cleanser or abrasive scouring pads which can scratch the finish.
4. Keep the cutting wheel on the can opener clean. If the cutting wheel is not removable, a small brush will be helpful in cleaning. Wipe off the outside of the can opener regularly with a damp cloth. Electric can openers tend to collect spills, resulting in bacteria growing readily.
5. Remember to wipe off portable mixers and electric knife handles with each use. Any appliance used in food preparation should be kept spotlessly clean.

Learning Experiences

1. Make identification charts of small equipment and utensils. Have students learn these.
2. List the steps involved in preparing a snack using pieces of equipment and utensils from the kitchen.
3. Discuss proper cleaning and storage.
4. Have students participate in playing a game. Divide them into two teams. Pass out large cards with only the picture of the equipment on one card and the name of the utensil on the other. Have a student from Team A hold up the picture with Team B finding the corresponding word.

KITCHEN APPLIANCES AND UTENSILS

Turner

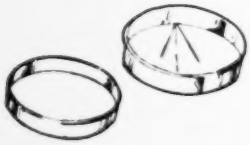
Tongs

Cookie Cutter

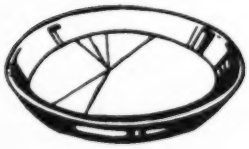
Bowls

Colander

Standing Mixer



Layer Cake Pan



Pie Pan

Muffin Pans

Cake Pans

Saute' Pan

Sauce Pan

Cookie Sheet

Vegetable Peeler

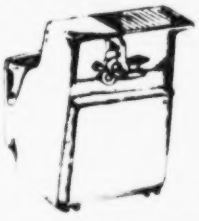
Paring Knife

French Knife

Pastry Blender

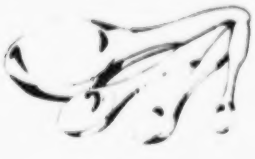
KITCHEN APPLIANCES AND UTENSILS

Can Opener (hand)



Can Opener (electric)

Ladle



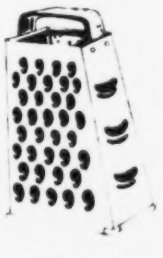
Measuring Spoons

Measuring Cup (dry)

Rolling Pin

Spatula

Funnels



Grater

Perforated Spoon

Wooden Spoon

Scoop

Flour Sifter

SECTION B: Cleaning Household Surfaces

Objectives

1. List four different materials commonly used as household surfaces and describe the most appropriate method of cleaning each surface.
2. Demonstrate proper cleaning of various surfaces.

Information and/or Procedures

Knowledge of various surfaces and cleaning methods can help the student make decisions about the product and equipment to use. It can help improve cleaning.

Any floor should be swept frequently to minimize damage of ground-in dirt. Always vacuum or sweep the floor prior to washing. Other care of the floor depends upon the floor material.

Care of vinyl, asbestos, asphalt, linoleum, rubber, and cork floors includes avoiding excessive use of water and highly abrasive products, avoiding furniture marks, and keeping it free from grit.

Some floors such as concrete, marble, terrazzo, and ceramic also need special care. Avoid using acids and harsh abrasives on these floors. Be sure that the floor is well sealed.

Water should never be used on wood floors. Use a wax coating on these floors.

Vacuum carpets frequently to prevent grit and dirt from becoming embedded in fibers. Vacuum cleaning will not wear out carpets, but sharp particles of sand and grit do cause wear. When carpets or rugs require any form of wet cleaning, the most important rule is to keep them as dry as possible. Do not saturate them with cleaning solutions.

Before washing painted surfaces, be sure to test the washability of that surface in an inconspicuous spot. For general cleaning, use a solution of household cleaner and apply only enough pressure to remove the soil. Excess rubbing may help loosen paint. Work from the bottom up. Cleaning solution that runs down a dirty wall may cause dark streaks that are difficult, if not impossible, to remove. For fingermarks and tough spots, use full-strength liquid cleaners and rinse, or use a spray cleaner. For soap spots or film on ceramic and plastic tile, wipe tiles with a vinegar solution (four parts water to one part vinegar) and rinse. This may also help remove mildew which may be growing on the soap deposits. A specialty tile cleaner may also be used.

For a plastic surface, simply wipe the surface with a cloth or sponge wet from a detergent solution. Kitchen counters and dining tables need daily washing. If stained, wet the surface, sprinkle on a cleanser containing bleach, let it soak for a few minutes, and rinse with a damp cloth or sponge.

The usual method of caring for wood is to dust, clean, polish, or wax. Dust with the grain of the wood with a soft cloth or vacuum cleaner. The polish or wax used depends upon the finish. For high-luster finishes, a non-oil polish or paste wax should be used. With a low or dull luster use a non-abrasive, cream type wax. Natural oil finishes should NEVER be waxed, but occasionally rubbed with boiled linseed oil.

All metals can be cleaned with a detergent solution. To prevent streaking, rinse with a cloth wet with clear water and dry with a soft cloth. If a metal cleaner or polish is used, be sure the label specifies that it is appropriate for the metal being cleaned. Various metals are sensitive to different cleaners. For example, what is right for stainless steel may not be right for aluminum.

Learning Experiences

1. Visit the building maintenance department.
2. Discuss the specific cleaning tasks. What effect does the surface to be cleaned have on selection of the cleaning product and on the cleaning method?
3. Have students actually clean a specific surface.

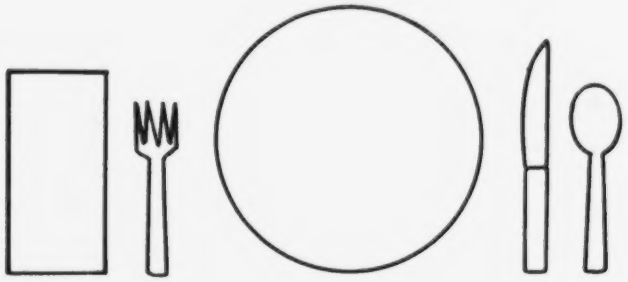
SECTION C: Table Service and Manners

Objectives

1. List 5 items of tableware.
2. Demonstrate proper table service.
3. Demonstrate appropriate behavior while eating.

Information and/or Procedures

A few simple rules for table setting serve as a guide for most occasions. Common practices for table setting and food have developed because they make sense. Tableware includes china, glassware, flatware, table coverings, and decorations. These are all placed on the table to make the meal easy to serve and easy to eat. Some rules should be followed when setting a table. The place settings should be about 24 inches apart. The plate is placed in the center of the setting. The silver is placed one inch from the edge of the table. Forks are on the left; the knife and spoons are on the right, with the knife nearest the plate with the blade to the inside. The napkin is placed to the left of the forks. The glass is set at the tip of the knife.



Consideration for other people is shown by displaying proper manners while eating. Since eating is such a close-range activity, others notice table manners very quickly. Table manners tell whether one is interested in the happiness of others.

To some people good table manners are followed when others come and removed when they leave. Good manners, however, should be automatic; and they are more effective if used daily. Slouching at the table, grabbing food, talking loudly, eating noisily, speaking when the mouth is full, and quarreling at the table may be unconsciously performed in the presence of others if they are a part of day-to-day table manners. Careless habits spoil dining pleasure for others, while good habits increase mealtime enjoyment.

Learning Experiences

1. Have students practice proper table service.
2. Draw a diagram of the placement of table appointments of a nursery school lunch

INSTRUCTIONAL OUTLINE

To teach the tasks association with MINIUNIT II, a series of events must occur sequentially. In the following space, list the tasks and outline the procedure that should be used in teaching the miniunits.

List of Tasks	Procedure for Accomplishing Each Task
1.	1.

MINIUNIT III: INFANT CARE

Goal: After completing this miniunit the student will be able to properly diaper, feed, bathe, and dress an infant.

Resources

Baxter, Laura; Justin, Margaret N.; and Rust, Lucine O. **Sharing Family Living.** J. B. Lippincott Co., 1951.

Brisbane, Holly E. with Riker, Audrey Palm. **The Developing Child.** Peoria, Illinois: Chas. A. Bennett Co., Inc., 1965.

Pampers. **For the New Mother and her Happy Baby.** Cincinnati, Ohio: Proctor and Gamble.

Smart, Mollie Stevens, and Cook, Russell. **Living and Learning with Children.** Boston: Houghton Mifflin Company, The Riverside Press.

Tools and/or Equipment

1. Washing Machine
2. Dryer or Clothesline
3. Range
4. Table
5. Sink
6. Sterilizer

Materials and/or Supplies

1. Laundry detergent
2. Apron
3. Bottles, caps, and nipples
4. Tongs
5. Bottle brush
6. Nipple jar and cover
7. Large spoon
8. Cloth and disposable diapers
9. Baby clothing
10. Bath demonstration kit
11. Diaper pail
12. Vinegar
13. Baby or a doll
14. Water

SECTION A: Diapering

Objectives

1. State one method of properly storing soiled diapers until they are laundered.
2. List one reason why drying diapers by sunlight is desirable.
3. Demonstrate proper methods of folding diapers for male and female infants.
4. Demonstrate, using a doll, proper methods of diapering an infant.
5. List two advantages of disposable diapers.

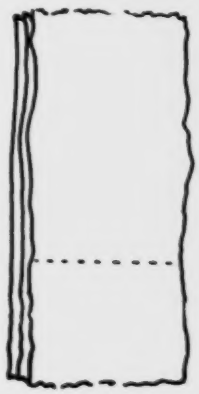
Information and/or Procedure

Diaper Care. Soiled diapers should be rinsed first then kept in a covered pail partially filled with water and a small amount of soap or vinegar until time to wash. One good way to rinse a soiled diaper is to hold it in the toilet while you flush. Regular laundry detergent is good for washing diapers, but washing machines do not always kill all bacteria. Diapers should be dried outside in the sun. Sunshine destroys bacteria and is good for all baby's bedding and garments. If a rash develops, boil diapers and add antiseptic to the rinse water, then dry in the sun. Do not iron the diapers. Fold them in the desired shape and stack ready for use. Never dry a wet diaper and use again.

Diapering Baby. To see if the diaper needs changing, check it when baby wakes up, after each feeding, and before bedtime. The diaper does not need changing every time the baby cries. Keep the area of the unbilical cord dry and clean by turning down the top edge of the diaper so that air can circulate. Fold the diaper so that there is most cloth where it is most needed. A boy needs extra thickness in front, a girl needs it in the back. If the baby girl sleeps on her stomach, she needs the extra thickness in front when she is sleeping.

Clean the baby after a bowel movement with a soft wet cloth. This is not necessary when changing a wet diaper. Lay the diaper under the baby's bottom. Avoid bunching cloth between the legs where it might irritate. Pull it snugly but not too tightly, and pin. Remember to place two fingers inside the diager while pinning to prevent sticking. The following example is a common fold for a cloth diaper:

1 yard square.

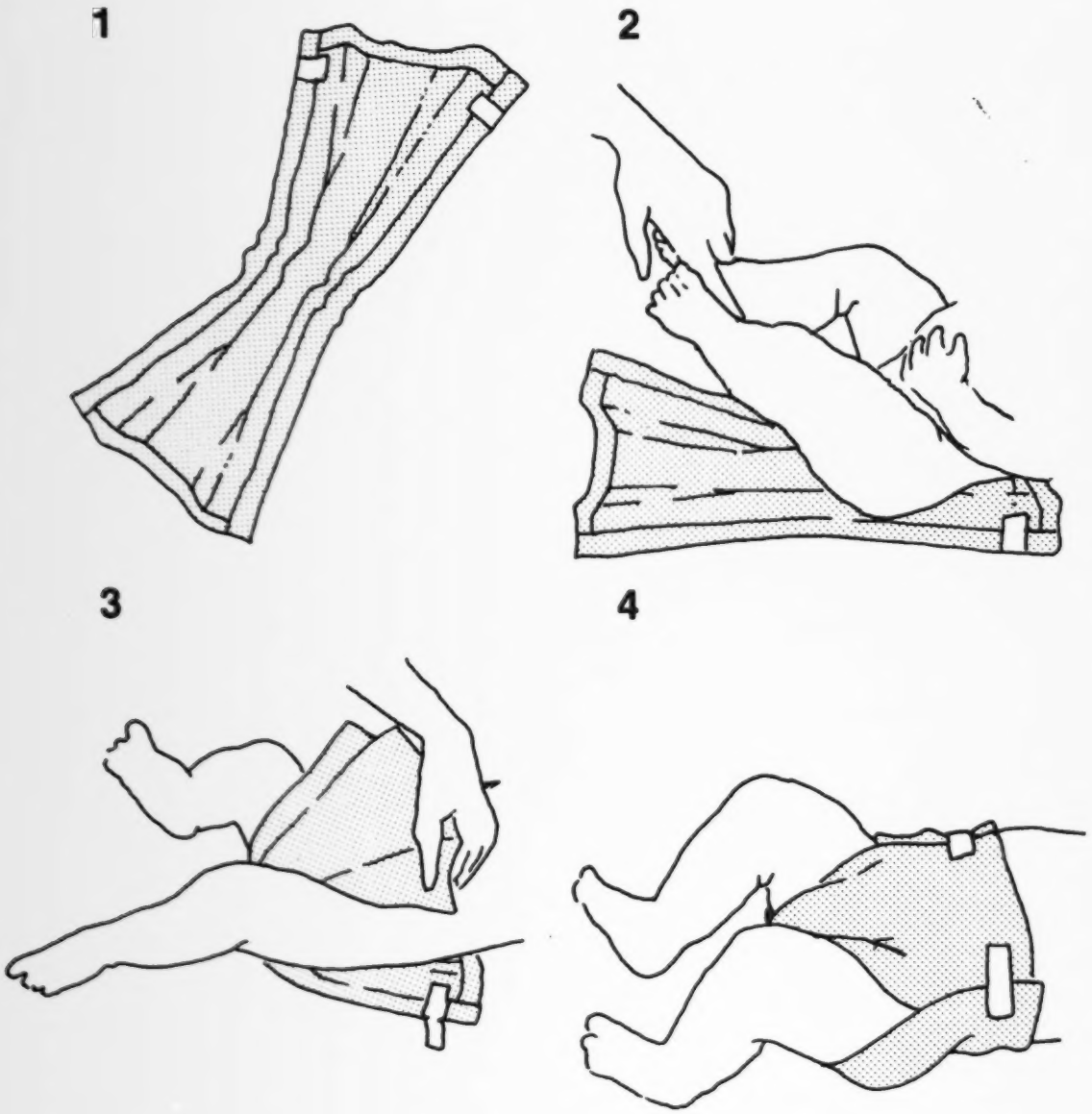


Fold into three layers.

Turn up 12" or one third of diaper.

Pin.

Disposable Diapers. Parents and caregivers find disposables very convenient and labor saving. They are especially handy for traveling and if the expense is no problem, they are good to use every day. To change the diaper, slide the end of the disposable with the tapes under the baby's bottom; pull the front into place; tear the plastic strip off the tape; bring the tape toward the front; and press the tape firmly into place. Make sure that the tape does not stick to any of the baby's skin.



Learning Experience

1. Wash and dry diapers using different methods and compare.

2. Fold diapers using different methods.

SECTION B: Feeding the Infant

Objectives

1. Describe one acceptable method of bottle feeding an infant.

2. List three acceptable ways of burping an infant.

3. Demonstrate proper cleaning and sterilizing of bottles.

Information and/or Procedures

Learn how to do everything in the best possible way to keep a baby comfortable and happy. A baby has an instinctive fear of falling, so be careful to make the baby feel safe. Remember to support the neck and not make jerky movements.

Bottle Feeding. Mealtime should be quiet and unhurried, as well as on time. Put a clean dry diaper on the baby and hold the baby. Never prop the bottle in the crib. After feeding, allow the baby to sleep. The following is a good procedure for bottle feeding:

1. Hold baby in one arm, resting the baby's head in the crook of your elbow.
2. Hold the bottle so that its nipple will be full of fluid.
3. Warm the milk and test the temperature. It should be lukewarm.
4. Do not hurry or force the baby to take more than it wants. If it is too hard for the baby to get the milk, the holes may be too small. Heat a needle and enlarge the holes.
5. Burp or bubble the baby.

Burping or Bubbling. All babies swallow air when nursing. Burping helps to avoid a stomachache by bringing up the air. The following are some helpful ways to burp the baby:

1. Hold the baby on your shoulder and pat gently on the back until you hear the air bubble.
2. Lay the baby face down across your lap and pat the baby's back until you hear the air expel.
3. Sit the baby on your lap leaning forward against your arm and hand. Pat the baby's back, making sure the head does not fall backwards, until you hear the air bubble.

Sterilizing Bottles. Even if the baby nurses, bottles need to be sterilized for water and juice. The following is the proper method for sterilizing bottles:

1. Scrub hands and nails and put on a clean apron.
2. Wash bottles with hot, soapy water and bottle brush.
3. Rinse in clean hot water.
4. Place bottles in 5 or 6 inches of water, cover, and boil 10 minutes.
5. Remove bottles without touching any surface of the bottle which will come in contact with the milk. Let them cool.
6. Place nipples and caps in the water and boil 3 to 5 minutes.
7. Remove with a spoon and place in a dry, sterile jar. Cover.

Learning Experiences

1. Practice holding, picking up, giving bottles, and burping a baby.
2. Put nipples on the nursing bottles in place of the cap.
3. Warm a cold bottle of milk or water to lukewarm. Test for correct temperature.
4. Sterilize the bottles and nipples.
5. Make the baby's bed so that it is clean and comfortable.
6. Clean up your work area.

SECTION C: Bathing and Dressing the Infant

Objectives

1. List four items needed when bathing an infant.
2. Describe an appropriate method of bathing an infant.
3. Name ten articles of clothing needed when dressing an infant.
4. Describe how to determine whether an infant is too warm or too cold.

Information and/or Procedures

Have soap, a washcloth, a towel, and a tub within reach. You can use a large pan, sink, or a baby tub for the bath. Sit or stand in a comfortable position. The baby is limp, slippery, and might feel uneasy in the tub at first. Use only a small amount of water and if the tub is slippery, line it with a towel. Most babies love a bath after a few weeks.

Hold the baby securely under the armpit with the head resting against your wrist. Wash face, eyes, and ears with water and no soap. Wash only the outer ear. Wash hair with shampoo and rinse thoroughly two or three times. Next wash arms, legs, and body with a soapy cloth making sure to get creases under the neck and to clean thoroughly the genital area. Rinse, wrap in a soft towel, and blot dry. Make sure the navel is completely dry. You can clean with alcohol if it has not completely healed. Remember, after giving the baby a bath:

1. Clean eyes with wet cloth. Add no drops.
2. Cut nails while baby sleeps.
3. Use oil if the skin is dry.
4. Dust powder away from the nose.
5. Don't worry about the "soft spot."

Clothing includes gown, kimono, booties, diaper, shirt, sacque, socks, sweater, cap, bunting, and blanket. Keep in mind the occasion and the temperature for which you are dressing the baby. Avoid thick clothing on warm days or lace trims which are uncomfortable for sleeping. It might be better to underdress a baby then watch to see if the baby is comfortable. A baby's hands stay cool when they are comfortably dressed. If the baby is cold, the face will lose color, and baby will begin to fuss. Remember the following when dressing the baby:

1. Have all articles within easy reach.
2. Lay the baby on padded table or bed.
3. Avoid pulling garments over the head. Clothing with openings down the front are best.
4. Make as few movements as possible. Layer clothing and put on all at the same time.
5. Avoid pulling on the baby's arms.
6. When changing the diaper, close all safety pins and put them out of the baby's reach.

Learning Experiences

1. Demonstrate giving a sponge bath.
2. Demonstrate proper procedures for baby's bath.
3. Dress the baby for different occasions and temperature changes.
4. Clean up after the baby's bath.
5. Clean up after dressing the baby.

Suggested Related Activities

Language Arts:
1. Spell and define glossary words.
2. Look up and learn any unfamiliar words and write sentences using the words.

Math:
1. Measure sizes of different types of diapers.
2. Figure costs on cloth diapers, supply of formula, items needed for bath, items of clothing needed, etc.
3. Practice liquid measurement using baby bottles.
4. Practice reading and writing fractions of measurements.
5. Clip pictures with prices of clothing items and add, subtract, or multiply using the prices printed.

INSTRUCTIONAL OUTLINE

To teach the tasks association with MINIUNIT III, a series of events must occur sequentially. In the following space, list the tasks and outline the procedure that should be used in teaching the miniunits.

List of Tasks	Procedure for Accomplishing Each Task
1.	1.

MINIUNIT IV: PRESCHOOL CHILDREN

Goal: After completing this miniunit the students will be able to develop plans and activities which will enhance the physical, emotional, social, and intellectual development of preschool children.

Resources

Bureau of Education for the Handicapped. **Learning Activities for the Young Child.** Winston-Salem: Kaplan Press, 1976.

Tools and/or Equipment

None

Materials and/or Supplies

1. Masking tape
2. Clay or playdough
3. Mallet or hammer
4. Large head nails
5. Construction paper
6. Selected readiness sheets
7. Children's coat or sweater

SECTION A: Social, Emotional, Intellectual, and Physical Characteristics of Preschool Children

Objectives

1. Match the characteristics of preschool children with the most appropriate age.
2. List three activities which aid in physical development and are appropriate for preschool children.
3. Describe two activities which stimulate intellectual development in preschool children.
4. By role-playing with classmates, demonstrate how to help a preschool child who feels rejected.

Information and/or Procedures

The preschooler is the child between the ages of three and six. During this stage children become more independent, skillful, and sociable.

They acquire greater mastery of the skills necessary to take care of themselves.

In the preschool years many children begin attending a nursery or day care center. Their social skills develop as well as their physical, emotional, and intellectual skills. By this time preschoolers show definite character traits such as self confidence or insecurity. They begin learning to control fears and aggressive behavior.

Experiences gained during the preschool years introduce the children to many new social situations. Peers as well as teachers and parents will have an influence on the preschooler. The effects of the environment inside and outside the home will begin to influence, in specific ways, personality characteristics. Children need direction in learning to master skills such as riding a bicycle and following instructions for games and exercise. By age three, children usually learn to complete a task rather than play aimlessly. They usually talk nonstop.

Physical Development. Physical development is children's use and development of their bodies. Motor skills develop rapidly in the preschool years. With greater physical mastery comes a greater feeling of independence and a desire to express it. Preschoolers want to do things their own way. The key word for caregivers is patience.

Children grow steadily in body height and weight during the preschool years. Average height at age three is 37 to 38 inches; average weight is about 33 pounds. By the end of the fifth year, average height is 46 inches and weight about 45 pounds. By age five the small and large muscle development is quite advanced. Preschoolers can throw well, catch a small ball, copy a square and a triangle, fasten buttons, skip, imitate dance steps, and walk a balance board. Most children will practice motor skills naturally if given the space, time, and friends with whom to play. The following activities may be used to help develop gross and fine motor skills:

1. **Drive Nails and Pegs.** Give the child a child-size mallet or hammer. Demonstrate how to hold it to pound a board, the ground, or clay. Start some large headed nails into the ground and let the child pound them all the way into the ground. Have a soft board with nails partially driven into it and allow the child to drive the nails further into the wood.
2. **Walk on a Line.** Make two straight lines, 10 feet long and 1 foot apart on the floor or sidewalk with masking tape. Demonstrate walking between the lines, taking short steps. Stand at the end of the lines and let the child walk down the "path" to you. Repeat, narrowing the widths of lines as the child becomes competent. Give praise for success.
3. **Walk on Tiptoe.** Demonstrate walking on tiptoe. Hold the child's hands and walk backwards as the child walks forward on the toes. Practice until the child can walk alone on the toes.
4. **Jump in Place.** Have the child bend the knees and jump from a squatting position. Continue until the child can jump without assistance.
5. **Roll, Pound, Squeeze, or Pull Clay.** Use playdough or soft clay and an easy to clean area. Sit with the child to work with the clay. Encourage the child to roll clay into balls, pound it, squeeze it, and pull some from a large handful. The following is a good recipe for playdough:

   1 cup flour
   1/4 cup salt
   1 1/2 teaspoon salad oil
   1/2 teaspoon alum

   Mix in enough water to make a soft, but not sticky consistency. Refrigerate when not in use.

Physical exercise and repetition of actions, such as walking and running, are necessary for acquiring motor skills. By developing, the large muscles of the shoulders, back, and legs in sitting, crawling, and walking, the finer muscles of the hands, fingers, and ankles are developed. The following exercises will help develop muscle coordination:

1. **Elephant Walk.** The child walks on feet and hands, keeping arms and legs straight, using heavy steps.
2. **Kangaroo Hop.** The child squats and folds arms across chest, then jumps high and far with knees bent when landing.
3. **Crab Walk.** The child puts hands on the floor behind him/her without sitting down. Keeping back straight, the child walks backwards.
4. **River Rat.** Draw two parallel chalk lines three feet apart on the floor to mark the sides of the river. Choose a watcher. Start the music and everyone marches across the river and back in a circle. When the music stops, anyone standing in the river is a river rat. They step out and watch for other river rats who get caught when the music stops. Repeat until all the children are river rats.

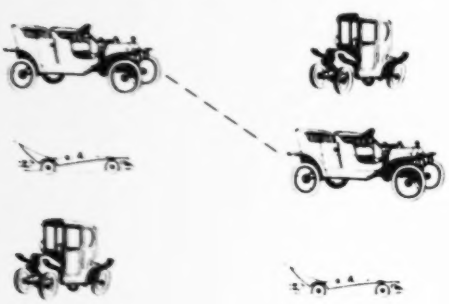
Emotional Development. Emotionally healthy children feel good about themselves. Opportunities to try things out, to make mistakes, and to learn from them help children to understand and control their emotions. The child shifts quickly from laughter to tears, from confidence to fearfulness, from joy to anger. Every emotion is intense while it lasts. The preschooler has not learned to change reactions according to the situation. They will cry just as hard when a block construction collapses as when a pet rabbit dies. The range of emotional expression is limited so that anger will be expressed in one or two ways, either in "throwing a tantrum" or striking out physically. Only later will the child learn to express anger in nonviolent ways.

Social Development. Socialization is the process by which children learn how to function with others in society. They develop this through everyday interaction with adults and other children. As children play together they learn how to adjust to each other's needs and personalities. Gradually they become less self-centered and learn to share and take turns. They learn what it is to be fair and unfair, and that other people have rights. Popular children tend to be cooperative, enthusiastic, and affectionate. Children who are rejected by their peer group tend to be disruptive and uncooperative; engage in ridicule; and even threaten or attack other children physically. The rejected child needs the help of adults to bring out the positive aspects of the personality.

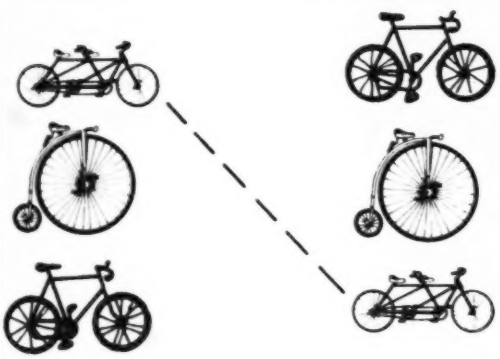
Intellectual Development. Being able to use language, think, and solve problems are signs of the intellectual development. It is very important for children to experiment with and handle various materials. Language skills continue to develop and grammar is practiced through trial and error. Caregivers are responsible for providing children with experiences which will help them develop intellectually. The following are activities designed to develop these skills:

1. **Different vs. Same.** If the children have trouble with the word "different," have them find the card that is not the same. The following matching exercises are good for practicing likenesses and differences:

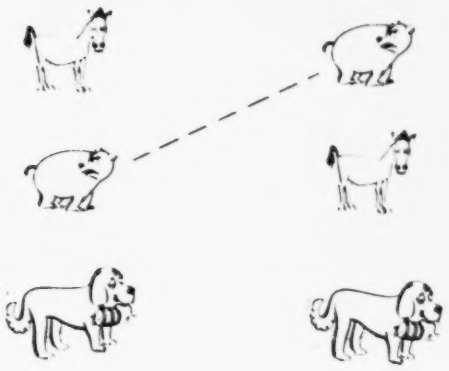
Draw a line to each matching car.



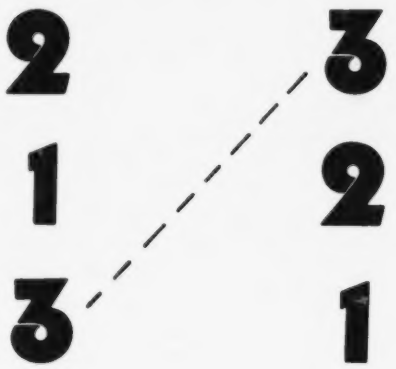
Draw a line to each matching bike.



Draw a line to each matching animal.

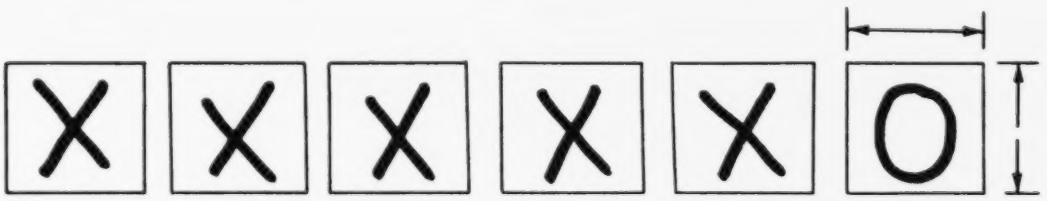


Draw a line to each matching number.



2. **Matching Two or Three Primary Colors.** Make four squares of red and a red box. Show these to the children and say the color. Help the children match the squares by placing the red square in the red box. Continue until all squares have been placed in the box. Have children find other objects in the room which are the same color. Repeat the same process with blue and yellow colors. Next, give the children two boxes and squares of two colors. Allow them to sort and match two colors. Have the children find objects in the room which are the same colors. Repeat with three colors.

3. **Pictoral Likeness and Difference.** Make six cards about 5" x 5" drawing a cross on five of them and a circle on the other one with a magic marker. Lay the cards in front of the children in a row. Have children find the one that is different. Encourage practice until the different one is chosen every time regardless of the order of the cards.



Work Plan. The following form is a sample work plan to be used in planning activities for the preschool child.

WORK PLAN

Activity to be taught: _____

Number of children doing the activity: _____

Materials or supplies needed for the activity: _____

Will I need another student to help? _____

What will the student help do? _____

Instruction for the activity: _____

_____

_____

_____

What muscles are used in this activity? _____

What senses are used in this activity? _____

What will the children learn from this activity? _____

_____

Activity time period: _____

_____

Learning Experiences

1. Mix different colors of playdough.
2. Choose partners and act out preschoolers' emotional situations.
3. Plan a socialization process for preschoolers and act it out with your classmates.
4. Choose an intellectual activity and demonstrate it for your class.
5. Demonstrate a motor skill for preschoolers.

SECTION B: Self-Help Skills for the Preschool Child

Objectives

1. Define self-help skills and give one example of a infant self-help skill.
2. Prepare a plan which is approrpriate for teaching a 3-to-5 year old child how to put on a coat.

Information and/or Procedures

Self-help skills are those skills that allow children to perform tasks related to their own care. The development of self-help skills in young children marks the beginning of self-reliance. Children learn to feed and dress themselves, to use the toilet without help, and even to do some of their own housekeeping.

Self-help gives children many opportunities to make decisions and solve problems. The best way to learn how to solve problems is to have problems to solve, and the best way to learn to make decisions is to have decisions to make. Self-help encourages children to find their own solutions and make their own judgments. Teachers, parents, and caregivers should have

patience and encourage children to do as many things for themseleves as they possibly can in their daily routine. When children are able to do more for themselves, it allows the caregiver time for other activities.

Putting on a Coat. Show the child the four steps to take in putting on a coat or sweater. Allow the child to attempt each step alone until each step can be accomplished with no help. Be sure to praise the child every time the task is completed regardless of how much you helped before. Self-help steps in putting on a coat or sweater include laying the coat on the floor in front of the child, putting the hands into the sleeves, swinging the arms up, and letting the coat fall down into place. Use the following guidelines to help the child put on a coat:

Lay coat on floor in front of you.

Put your hands in the sleeves.

Swing your arms up.

Let the coat fall down into place.

(Adapted from the First Baptist Church Preschool, Starkville, Mississippi.)

Learning Experiences

1. Find other self-help skills that a preschooler needs to learn.
2. Act out all the self-help activities that you can find using your classmates as "children."

Suggested Related Activities

Language Arts:
1. Learn glossary words, spelling and definitions.
2. Make a card file of activities to use with preschoolers.
3. Write stories in a child's language.

Math:
1. Chart growth patterns for a group of children.

INSTRUCTIONAL OUTLINE

To teach the tasks association with MINIUNIT IV, a series of events must occur sequentially. In the following space, list the tasks and outline the procedure that should be used in teaching the miniunits.

List of Tasks	Procedure for Accomplishing Each Task
1.	1.

MINIUNIT V. HEALTH AND SAFETY

Goal: After completing this miniunit, the student will be able to determine whether an area is safe and healthy for preschool children.

Resources

Dennison, Lucy B. and Webb, Anita H. **Child-care Aid.** Blackburg, Virginia: Virginia Polytechnic Institute and State University, 1978.

Fishbein, Morris, M. D. **Modern Home Medical Advisor.** Garden City, New York: Doubleday and Company, Inc., 1956.

McEmry, E. T. and Suydam, Margaret Jane. **Feeding Little Folks.** Chicago, Illinois: National Dairy Council, 1947.

Mississippi State Department of Education. **Mississippi Pedestrian Safety School Guide,** 1972.

Rautaluk, Helen. **Discovering Food.** Peoria, Illinois: Charles A. Bennett Company, Inc., 1978, p. 15.

"Stunts and Magic Tricks." **Childcraft,** Vol. 9, 1964.

Tools and/or Equipment

This will be determined by the activities chosen by the student and approved by the teacher.

Materials and/or Supplies

1. Cookbooks
2. Food supplies
3. Pencil and paper
4. Bandages
5. First aid kit
6. Cotton
7. Alcohol
8. Scissors

SECTION A: Health of Preschool Children

Objectives

1. State four observable characteristics of preschool children which indicate that they are healthy.
2. List four items which contribute to the health of preschool children.
3. Describe some observations which might indicate abuse of a preschool child.
4. Prepare nutritious lunch menus for a one-week period for preschool children, using the daily food guide.
5. State two ways in which preschool children can assist the caregiver in preparing the snack.
6. Name three foods commonly served preschool children for snacks.

Information and/or Procedures

Good health is evidenced by appearance and behavior. A healthy child is good natured, happy, active, curious, does not tire easily, sleeps soundly, has a good appetite, has few aches and pains, and increases in height and weight. The following are ways in which good health can be promoted in children:

1. Proper rest and sleep.
2. Fresh air and exercise.

3. Suitable clothing.

4. Clean, safe environment.

5. Immunizations for communicable diseases.

An Abused Child. If child abuse is suspected, write down observations and contact the local welfare department. The following are signs of an abused child:

1. Poor nutrition, clothing, hygiene, and medical care.

2. Unexplained bruses, welts, or burns.

3. Pain, itching, or bleeding in the genital area.

4. Fear of going home.

5. Protective of abusive person.

Food. Good nutrition must be provided every day or children's mental and physical health may suffer. Good eating habits begin early so the child should be given balanced meals. Remember fried foods, pastries, candy, and rich desserts are hard for a child to digest. Regular mealtime hours are important. Mealtime should also be an enjoyable time for the child. The following daily food guide outlines proper foods and the number of servings that a child should have every day:

1. **Meat.** Two servings, includes eggs, dried beans, peas, and nuts.

2. **Vegetables and Fruits.** Four servings.

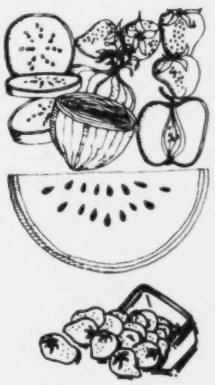
3. **Bread and Cereal.** Four servings, includes pastas.

4. **Milk.** Four servings. Includes cheese and milk products.

Snacks. Snacks are any food eaten between meals. These usually occur at mid-mornign and mid-afternoon. Some children sleep better if they have a light snack just before bedtime. When planning snacks for children remember that they like variety in texture and color and will usually better enjoy eating when given an opportunity to help prepare them. Snacks should be a part of the total day's food plan and should not take the place of meal time. The following foods are appropriate for snacks:

Fruits

1. Orange sections
2. Grapefruit
3. Fresh pineapple
4. Avocado (Save seed to plant later.)
5. Lemons
6. Apples
7. Bananas
8. Grapes
9. Fruit juice



Breads and Cereals

Use different breads at your snacktime; yeast, cornbread, biscuits, wholewheat or rye.

Also try different spreads: jelly, honey, cheese, jam, butter, or apple butter.

Vegetables

1. Raw vegetables
2. Turnips
3. Celery
4. Carrot sticks (Use vegetable peeler.)
5. Pumpkin
6. Lettuce
7. Cabbage
8. Cauliflower

Cinnamon Toast

Have cinnamon and sugar in salt shakers. Let the children butter bread and sprinkle on cinnamon and sugar. Toast in the oven.

Learning Experiences

1. Gather recipes from different sources for snacks.
2. Make menus using the daily food guide.
3. Prepare a meal suitable for a child in a day care center.
4. Plan a healthy snack and an exercise for the children. A snack or exercise discussed may be used or one from another source. Select an activity for preschool children and allow the children to help in the preparation. Gather all supplies needed, allow plenty of time for children to participate, give clear instructions, and be cheerful, sociable, and helpful during the activity.

SECTION B: Safety of Preschool Children

Objectives

1. List six safety measures to establish inside the care center.
2. List six safety measures to establish outside the care center.
3. Demonstrate the proper treatment for a minor cut by role-playing with a classmate.
4. Describe the proper treatment for a preschool child suffering from convulsions.
5. Match appropriate emergency care with a list of illnesses and accidents of preschool children.
6. Demonstrate the Heimlich technique by role-playing with a classmate.
7. Demonstrate how to take oral and auxiliary temperature.

Information and/or Procedure

The caregiver, should be alert to any potential hazards to the children and know where all children are and what they are doing. Before they are allowed to participate in any potentially hazardous activity, present all rules and limits for safety. For example, "Sit flat in your chair;" "Keep objects out of your mouth." "Take turns," "Only four people work at one time in an activity area," "The play yard is for climbing;" and "When you have finished, clean up your work area."

Inside Safety. Buildings and equipment should conform to safety standards and to the fire laws and regulations. The following are other safety measures for keeping the children safe:

1. Use carpeting; no scatter rugs.

2. Keep equipment free of loose boards, splinters, nails, and lead paint.
3. Cover windows with screens.
4. Have childproof latches outside exits.
5. Have well-lighted hallways clear of obstructions.
6. Use strong, sturdy, child-sized furniture.
7. Have safety rails and gates on stairs and steps.
8. Keep hazardous materials locked in a closet.
9. Use shatterproof mirrors.
10. Keep electrical outlets and cords out of children's reach.

Outside Safety. The play yard should have a fence and a gate with a lock to be operated only by an adult. Children should be observed at all times. Other safety precautions for outside play include the following:

1. Keep the yard clear of trash and broken toys.
2. Keep away from moving swings, tricycles, etc.
3. Avoid throwing sand, rocks, sticks, etc.
4. Avoid running while holding sticks and toys.
5. Keep away from streets and ditches.
6. Throw balls away from windows.
7. Beware of strangers.
8. Beware of animals.

First Aid and Emergency Care. A caregiver should know what can be done immediately in case of an accident. Some first aid supplies should be kept on hand and the caregiver should know how to use them. Remember, first aid is only temporary--an injured child needs expert attention as soon as possible. Notify the parent or transport the child to a hospital when necessary. The following list explains first aid for illnesses and injuries:

1. **Abrasion or Scrape.** Wash with soap and water, then apply sterile bandage.
2. **Cut.** Wash with soap and water, then apply sterile bandages. For a deep cut and bleeding, cover with a pad; apply direct pressure; and keep the child lying down and quiet.
3. **Splinter.** Remove with tweezers; wash with soap and water and cover.
4. **Teeth.** Call the parent to pick up a child with a toothache. Have child bite on wad of cotton to control bleeding. If the tooth is missing, find it; pack it in ice; and send it with the child to the dentist.
5. **Eyes.** If foreign objects are in the eye, turn the lid over the edge of a pencil and remove with a cloth. If the object is embedded, do not touch. Cover both eyes with a bandage.
6. **Bites and Stings.** Remove stinger; apply alcohol; and watch for allergic reaction. Clean a bite with soap and water and apply dressing. Get the owner's name and address for an animal bite.
7. **Nosebleed.** Have the child sit or lie down with head back. Pinch the nostrils together, apply pressure on the nose, and keep quiet.

8. **Shock.** Keep the child lying down and quiet. Elevate the head and chest slightly. Keep warm and give small sips of water.

9. **Falls and Head Injury.** Keep the child lying down and turn the head to the side. Give no water. If unconscious, get the child to a hospital. If the head is bleeding, apply a dressing and a full head bandage.

10. **Burn.** Hold the burn under cold water or an ice pack. For a severe burn, cover loosely; elevate the burned area; and give first aid for shock.

11. **Fainting.** If a child looks faint, have the child sit in a chair bent over with head between the legs. If unconscious, give a whiff of ammonia; apply a cold cloth to the forehead; and give first aid for shock.

12. **Fracture and Sprain.** Do not move the injured part. Apply an ice pack to the area. Give first aid for shock. Make a splint from a board or magazine if needed.

13. **Vomiting.** Isolate the child; keep quiet; and give no water or food.

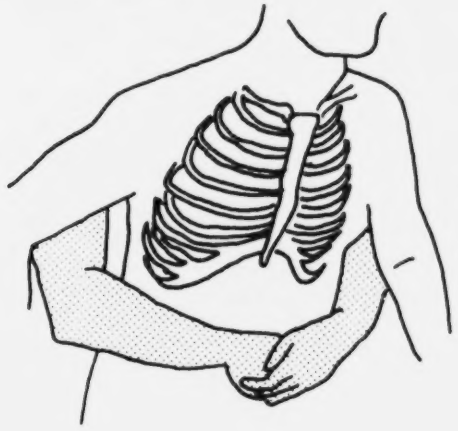
14. **Convulsions.** Do not restrain movements but protect the child from injury. Place the edge of book or a cloth-covered spoon between the teeth to keep the child from biting the tongue. Give first aid for shock.

15. **Colds, Cough, and Communicable Disease.** Isolate the child with a runny nose, eyes, sore throat, coughing, sneezing, or fever. Do not allow the child to stay at the center.

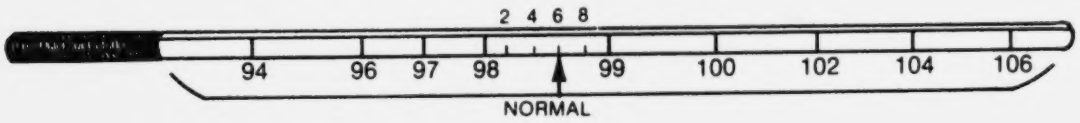
16. **Poisoning.** Give water to dilute the poison, induce vomiting, and call the doctor immediateely. If the poison is unknown, give milk. Do not induce vomiting for kerosene, gasoline, lye, or caustic substances.

17. **Obstructed Airway.** Use the following procedure for clearing the airway using the Heimlich technique:

    1. Ask the victim if he/she can speak.
    2. Position yourself behind the victim and wrap the arms around the waist, making a fist with one hand.
    3. Press the thumb side against the stomach, slightly above victim's navel.
    4. Grasp your fist with the other hand and press rapidly and strongly into the stomach in an upward thrust.
    5. Force the diaphragm upward to expel the object.



Reading a Thermometer. Most thermometers have easily seen markings on the side. Each long mark represents a degree such as 98, 99, 100, and each short mark represents 2/10 of a degree. An arrow points to the normal mark of 98.6.



Taking the Temperature. Oral temperature is taken when there is no fear of the child biting the bulb; underarm or auxiliary temperature is taken when the child will sit still for five or ten minutes or long enough to get a reading; and rectal temperature should be taken from birth until the child is four to five years old. Normal rectal temperature is 99.6, and normal auxiliary temperature is 94. To take the rectal temperature, first shake down the mercury and dip the bulb in vaseline. Lay the baby on the stomach across your lap. Insert the bulb gently about one inch. Leave about two to three minutes. Then remove gently. Wash and clean with antiseptic and store. Be sure to wash your hands.

Learning Experiences

1. Demonstrate first aid treatments.
2. Act out emergencies and treatments.
3. Take turns taking oral and auxiliary temperature with classmates.
4. Practice cleaning and storing thermometer after use.
5. Determine if an area is safe for a child. Evaluate a day care center, home, or any other place where children are left. Use the safety checklist at the end of this section.

Suggested Related Activities

Language Arts:
1. Spell and define glossary words.
2. Find unfamiliar words and look up the definitions.
3. Use spelling words in sentences.
4. Write a report of any section of health or safety.
5. Give an oral report on proper snacks for children.

Math:
1. Read thermometer markings and write them down.
2. Practice timing with a clock and taking the temperature.
3. Figure costs of items for a first-aid kit, supplies, safe play equipment, snacks for a week, etc.
4. Compare costs of fruit and nuts with candy and cookies.
5. Measure the size of play yard, the day-care center, equipment, furniture, etc.

SAFETY CHECKLIST

		YES	NO
1.	Is there a play area?	_____	_____
2.	Does the play area have a fence and a gate?	_____	_____
3.	Does the home or center have high steps?	_____	_____
4.	Do all steps have a railing?	_____	_____
5.	Is the porch closed in with a bannister or railing?	_____	_____
6.	Do throw rugs have a non-skid backing?	_____	_____
7.	Are all electrical wall outlets closed?	_____	_____
8.	Are electrical cords tied up rather than hanging to the floor?	_____	_____
9.	Do electric fans sit high out of a child's reach?	_____	_____
10.	Are matches or cigarette lighters out of child's reach?	_____	_____
11.	Are medicines in a high cabinet?	_____	_____
12.	Are cleaning supplies stored out of a child's reach?	_____	_____
13.	Are tools and equipment put away?	_____	_____
14.	Do all windows have screens?	_____	_____
15.	Does the home or center have space heaters or open fireplaces?	_____	_____
16.	Is the outside play area close to drainage ditches?	_____	_____
17.	Is the play area away from the street or road?	_____	_____
18.	Is the play area free from trash?	_____	_____
19.	Does the child have a high chair for meals?	_____	_____
20.	Does the child have a step for bathroom use?	_____	_____
21.	Does the baby have a bed with side rails?	_____	_____
22.	Does the child have a storage place for toys?	_____	_____
23.	Does the bathroom have any small electrical appliances?	_____	_____
24.	Are bathrooms and hallways well-lighted?	_____	_____
25.	Are bathroom mirrors shatterproof?	_____	_____
26.	What dangers did you find in your observation?	_____	_____
27.	Is this a safe area for a child?	_____	_____

COMMENTS

INSTRUCTIONAL OUTLINE

To teach the tasks association with MINIUNIT V, a series of events must occur sequentially. In the following space, list the tasks and outline the procedure that should be used in teaching the miniunits.

List of Tasks	Procedure for Accomplishing Each Task
1.	1.

MINIUNIT VI. OBSERVATION OF PRESCHOOL PROGRAMS

Goals: After completing this miniunit, the students will be able to observe a caregiver and child and complete the necessary observation forms.

Resources

Benson, Ann. **Child Care:** Volume 1. Stillwater, Oklahoma: Oklahoma State Department of Vocational and Technical Education, 1981, pp. CC1-95-E, CC116-Z, CC1-157-B, 162-E.

Hatcher, Andrews. **Adventures in Home Living.** Boston: D. C. Heath, 1959, pp. 461-463.

Koerner, Julie. **See How They Grow.** New York: Butterick Publishing Company, 1980, pp. 42, 45, 49, 51, 55, and 60.

Tools and/or Equipment

None

Materials and/or Supplies

1. The following observation forms as needed:
   a. "Observation of a Child"
   b. "Observation of a Caregiver"
   c. "Observation of Bathing and Dressing of Children"
   d. "Observation of Feeding of Children"
   e. "Observarion of Child's Nap Time"
2. Pencils

Objectives

1. Describe three basic principles a caregiver should follow when observing preschool children for evaluation purposes.
2. List five observable behaviors of a caregiver working.
3. List four observable behaviors of a caregiver feeding a child.
4. State five observable behaviors of a caregiver bathing an infant.
5. Complete forms used to observe a caregiver.

Information and/or Procedures

An observer should watch the way a child behaves without feeling a necessity to change the behavior. Everything a child does or says gives clues to how the child feels and is developing. Observation is a means by which this development can be recognized and evaluated. It will help the caregiver gain confidence in caring for children. A standardized system for observation is necessary for effective evaluation. The observation report should be completed while observing so that nothing is forgotten. The observer should remain in the background, refrain from displaying any emotion, and avoid showing amusement or concern over anything a child says or does. At the end of this section are forms which may be used in observing preschool activities. The forms include the following:

1. "Observation of a Child"
2. "Observation of a Caregiver"
3. "Observation of Feeding of Children"
4. "Observation of Bathing and Dressing of a Child"
5. "Observation of Child's Nap Time"

Learning Experiences

1. Visit a church or city organization which employs caregivers.
2. Spend a week-end as a reporter and interview parents of a child.
3. Visit a local day-care program and observe children at play.
4. Visit preschool as a "volunteer teacher."
5. Observe in your own home as if you were a parent of a child.

Related Activities

Language Arts:
1. Learn spelling and definitions of glossary words and make sentences using the spelling words.
2. Write sample reports on observations of children.
3. Write a paragraph on the feelings you remember as a child.

Math:
1. Calculate possible earnings for different types of caregivers such as teachers, aides, baby sitters, parents, sisters or brothers.
2. Figure cost of caring for one child for one day in a child care center.

OBSERVATION OF A CHILD

Place of Observation: _____ **Date:** _____

Boy: _____ **Girl:** _____ **Age:** _____

Time Observation Began: _____ **Time Observation Ended:** _____

---

1. Can the child dress himself? Yes _____ No _____
2. Does the child have trouble with zippers? Yes _____ No _____
3. Choose two children who are different and observe the differences:
   How do they look different? _____
   How do they act different? _____
4. What did the child do to use large muscles? _____
   _____
5. What did the child do to use small fine muscles? _____
   _____
6. Watch the child for five minutes: How long was the child quiet? _____
   What were his movements? _____
7. Did the child play with others? _____ What did they play? _____
8. What did the child ask for help with most often? _____
9. How did the child express his feelings? Anger? Fear? Love? _____
   _____
10. What discipline did the child need? _____
11. Who gave the discipline? _____
12. How did the child react to the discipline? _____
13. Did the child have any disagreements? Yes _____ No _____ How were they settled?
    _____
14. Does the child have firm muscles? _____ Flabby muscles? _____ good posture? _____
15. Are the child's movements graceful? _____ awkward? _____ slow? _____ quick? _____
16. Can the child climb? _____ run? _____ hop? _____ jump? _____
17. Describe one of the child's activities that depends on motor skills. _____
    _____
18. Describe the child's activity that depends on manipulative skills. _____
    _____
19. Can the child handle table utensils? Yes _____ No _____

OBSERVATION OF A CAREGIVER

As you observe the caregiver, the person responsible for caring for the children, complete the following report.

Place of Observation: _____ **Date:** _____

Experience of the Caregiver: _____

Number of Children Present: _____ **Number of Adults Present:** _____

Time Observation Began: _____ **Time Observation Ended:** _____

Describe situations in which there was evidence of the caregiver doing each of the following:

1. Communicating with the child.

2. Being consistent with rules.

3. Expressing love.

4. Providing child with play activities.

5. Providing foods that assist in meeting daily requirements.

6. Providing time for the child to rest and sleep.

OBSERVATION OF FEEDING OF CHILDREN

Observing the feeding of children will provide an opportunity to learn from others. This experience is intended to help you feel confident in the feeding of children. While observing this activity, complete the following observation form.

Place of Observation: _____ **Date:** _____

Number of Children Present: _____

Time Observation Begin: _____ **Time Observation Ended:** _____

---

1. Did the caregiver. . .	Yes	No
a. plan a quiet activity before the meal?	_____	_____
b. instruct the children to use the bathroom and wash hands before going to the table?	_____	_____
c. provide peaceful, quiet, and uncluttered surroundings?	_____	_____
d. remain calm and accept the fact that the children were learning to eat and accept new foods?	_____	_____
e. accept children's needs to touch and eat food with the hands?	_____	_____
f. provide eating utensils that were safe and appropriate size?	_____	_____
g. provide a drinking cup easy to handle and not over 2/3 full?	_____	_____
h. provide tables and chairs suitable to the size of the children?	_____	_____
i. give small portions of foods?	_____	_____
j. offer new foods as well as foods with which the children were familiar?	_____	_____
k. serve attractive foods in a variety of colors, textures, and flavors?	_____	_____
l. give help where and when needed?	_____	_____

2. List the ways you feel the caregiver demonstrated competence in feeding the children.

OBSERVATION OF BATHING AND DRESSING OF A CHILD

Observing the bathing and dressing of a child will provide an opportunity to learn from others. This experience is intended to help you feel confident in the care of a child. While observing this activity, complete the following observation form.

Place of Observation: _____ **Date:** _____

Name of Child: _____ **Age of Child:** _____

Time Observation Began: _____ **Time Observation Ended:** _____

---

1. Did the caregiver . . .	Yes	No
a. check the water temperature?	_____	_____
b. complete bathing before allowing water play?	_____	_____
c. observe toddler at all times?	_____	_____
d. wash, or help wash, face first?	_____	_____
e. give assistance when needed?	_____	_____
f. have a pleasant but firm manner?	_____	_____
g. use praise and positive remarks to encourage self-help?	_____	_____
h. encourage self-help in dressing?	_____	_____
i. work quickly without hurrying?	_____	_____

2. List the ways the child's caregiver demonstrated competence in bathing and dressing the child.

3. If you were responsible for bathing and dressing a child, what things would you have done differently?

OBSERVATION OF CHILD'S NAP TIME

Observing a child's nap time provides opportunities to learn from others. While observing this activity, complete the following observation form.

Place of Observation: _____ **Date:** _____

Name of Child: _____ **Age of Child:** _____

Time Observation Began: _____ **Time Observation Ended:** _____

---

1. Did the caregiver . . .	Yes	No
a. carry out a quiet activity immediately before nap time?	_____	_____
b. darken the room as much as possible?	_____	_____
c. eliminate noise, except for soft music	_____	_____
d. provide bed/cot/mat and cover for each child?	_____	_____
e. aid in removing the child's shoes and other tight-fitting clothing?	_____	_____
f. work in a calm, organized manner?	_____	_____

2. List ways the caregiver demonstrated ability in working with the children at nap time.

3. If you were responsible for children's nap time, what things would you have done differently?

INSTRUCTIONAL OUTLINE

To teach the tasks association with MINIUNIT VI, a series of events must occur sequentially. In the following space, list the tasks and outline the procedure that should be used in teaching the miniunits.

List of Tasks	Procedure for Accomplishing Each Task
1.	1.

MINIUNIT VII. DISCIPLINE AND GUIDANCE OF PRESCHOOL CHILDREN

Goal: After completing this miniunit the student will identify behavior characteristics of preschool children, distinguish between punishment and discipline, and describe positive guidance methods for preschool children.

Resources

Gessell, Arnold and Illg, Frances L. **Infant and Child in the Culture of Today.** New York: Harper and Row, 1943.

Koerner, Julie. **See How They Grow.** New York: Butterick Publishing Company, 1980.

Tools and/or Equipment

1. Filmstrip projector
2. Screen
3. Transparencies
4. Overhead projector

Materials and/or Supplies

None

SECTION A: Ages and Stages

Objectives

1. Describe five observable behaviors in 2-year-old children.
2. Describe five observable behaviors in 3-year-old children.
3. Match a list of behaviors with 3-, 4-, and 5-year-old children.

Information and/or Procedures

To properly discipline a child, the student should become aware of the expected behavior of children at various ages.*

1. **The 2-year-old**
   a. Has a short attention span.
   b. Likes to handle, touch, and taste.
   c. Likes to hit, bite, and pull hair.
   d. Likes to run, jump, and climb.
   e. Likes to play in water.
   f. Likes to help.
   g. Is messy at the table.
   h. Understands simple directions.
      NOTE: The 2-year old understands what "No" means but may not stop when hearing "No."
   i. Thinks only of own wants--NOW.
   j. Loves fun and humor.
   k. Likes to have others around, but plays alone. (A common phrase is "It's mine.")
   l. Likes to have one adult friend when in the nursery.
   m. Jabbers a lot.
   n. Combines a few words or uses short sentences.
2. **The 2 1/2-year-old**
   a. Likes routine.
   b. May be bossy.

*Adapted from **Infant and Child in the Culture of Today** by Arnold Gessell and Frances L. Illg.

c. Changes mind easily and often.
d. Is slow to accept new places or things.
e. May help dress self one day, but not the next.
f. May have temper tantrums.
NOTE: Try to distract or find something fun for the child to do.
g. Responds well to humor.
h. May cling to one item for security.
i. Has not learned to share well.
j. Can be guided through words.
k. May be confused by "Yes" and "No."
NOTE: Do not ask questions that require a "Yes" or "No" answer.
l. Wants to watch other people go to the bathroom.
m. Imitates others.
n. Does not play well with other children.

3. **The 3-year-old**

a. Can play with others for short periods.
b. May want to play with only certain friends.
c. Has imagination.
NOTE: The 3-year-old may pretend to have a playmate.
d. Likes praise and tries to please.
e. Wants to be included and has the phrase, "Me, too."
f. May do something that is not liked if given a good reason.
g. Responds well to positive directions.
h. May respond to "secrets."
i. Likes new things.
j. May have periods when not able to take nap.
k. Likes to help.
l. May dress self well one day and not the next.
m. May be bossy.
n. Needs direction in play activities.

4. **The 4-year-old**

a. Talks a lot.
b. Asks many questions (e.g., Why? How?).
c. Needs help pronouncing same words.
d. May be bossy or a "showoff."
e. Likes to be with other children.
f. Likes to act like grownups.
g. Needs freedom within limits.
h. Likes to know the rules.
i. Needs planned play periods.
NOTE: If not planned, play may turn into pushing and shoving.
j. Likes to play alone.
k. Has a wild imagination.
l. Likes "tall tales."
m. Confuses the real and imaginary.
n. Is curious about the toilet.
NOTE: Some may be shy and need privacy.
o. Likes numbers.
p. May only play in same-sex groups.
q. Is good at running, walking, and jumping.
r. Is active.

5. **The 5-year-old**

   a. Is energetic. (Likes to hop, skip, jump, and climb.)
   b. Wants to go to school.
   c. Is proud of what can be done.
   d. Likes to know how to do things.
   e. Likes to finish tasks.
   f. Imitates adults.
   g. Seeks affection and praise.
   h. May be afraid of the dark or of being left alone.
   i. May blame someone else for misdeeds.
   j. May cry or call names if scolded.
   k. Can dress and wash self most of the time.
   l. Plays better outdoors.
   m. Knows real from make-believe.
   n. Gets along best in a group of 3 to 4.
   o. Likes to be read to.
   p. Competes with others.
   q. May have trouble getting clothing on straight.
   r. Can go to the toilet alone.
   s. Likes plain, simple cooking.

SECTION B: Discipline of Preschool Children

Objectives

1. Identify from a list of rules which ones are appropriate when using discipline for preschool children.
2. List three questions which should be answered before a preschool child is disciplined.
3. Name one accepted method of handling each behavior problem listed. (The child is a "showoff;" the child steals; the child uses profanity; the child tells lies; the child is afraid; the child damages property.)

Information and/or Procedures

The purpose of discipline for preschool children is to help them become better informed and more able to function successfully in their environment, not to make them to feel afraid or inferior. Preschool children need discipline to help them mature, develop a conscience, become independent, feel secure, and learn how to get along with others.

Giving Directions. When giving directions to the preschool child, use the following suggestions:

1. Get the child's attention before talking to the child.
2. Be positive. Use "do" rather than "don't."
3. Be kind and smile.
4. Encourage the child to follow directions.

Determining If Discipline Is Necessary. Before disciplining a child, ask your self the following questions:

1. Did the child intend to do wrong?
   NOTE: A child should not be punished for an act that was unintentional.
2. Is the behavior appropriate for the age?
3. Do other children of the same age have the same behavior problem?

Techniques of Discipline. Use the following techniques when disciplining a child.

1. Do not use physical punishment such as spanking, slapping, shaking, or jerking.
2. Be consistent with discipline.
   NOTE: Children need to know what behavior is allowed and what is forbidden.
3. Let discipline fit the behavior.
4. Let the children learn by doing.
   NOTE: Do not allow the child to be injured while performing some task.
5. Do not nag or scold.
6. Do not bribe or threaten.
7. Do not scare the children with "bogey" stories.
8. Use praise often.
9. Try to see things from the children's point of view.
10. Use reasoning.
11. Be patient and gentle, but firm.
12. Be a good example.

Solving Behavioral Problems. Behavior problems are common in preschool children. Some of these problems and suggestions on how to handle them are listed below.

Problem	Suggested Actions
The child runs around wildly.	1. After a rest period, find an activity to distract the child. 2. If the child is tired, find a quiet activity for the child.
The child is a "showoff."	1. Be patient with the child. 2. Give the child some extra attention. 3. Praise the child often.
The child tells lies. **NOTE:** It may be hard for the young child to separate the real from the make-believe.	1. Try to find out why the child lied. Some reasons follow: a. Fear of punishment. b. Fear of disapproval. c. Fear of ridicule. d. Desire for praise or attention. 2. Make it clear that lying is not acceptable. 3. Explain that people will not trust someone who does not tell the truth.

Problem	Suggested Actions
The child steals.	1. See that the child returns the item. 2. Give the child something else to play with.
The child damages property.	1. Find out if it was intentional. **NOTE:** A child should not be punished for an accident. Negative feelings will be enough punishment. 2. Try to prevent abusive actions. 3. Watch the child closely. 4. Keep the child busy. 5. Distract the child from activities that might lead to damage.
The child uses offensive language.	1. If the child is under 6, ignore it. **NOTE:** The child is probably just repeating what was heard. a. Do not laugh. b. Direct the child's attention to some activity. 2. If the child is older, say that the language is not acceptable. **NOTE:** The caregiver should not use offensive language.
The child is stubborn.	1. Make as few demands as possible. 2. Insist that the child do important things. 3. Be firm. Do not argue with the child.
The child throws a temper tantrum.	1. Keep calm. 2. Walk away and leave the child. 3. Do not give in to the child. 4. Do not let the child cause a self-inflicted injury.
The child directs anger at another child or an item.	1. Help the child find out just why there are feelings of anger. 2. Help the child control anger safely through activities such as running, jumping, painting, and pinching clay.

Problem	Suggested Actions
The child does not obey instructions.	1. Give the child only fair orders. 2. Give the child as few orders as possible. 3. Be firm and consistent.
The child quarrels.	1. Find out the reason for quarreling. 2. Help the child learn to work out differences by talking about it. 3. Help the child learn to share.
The child is afraid. **NOTE:** Fear can upset a child and appear to be misbehavior.	1. Do not make fun of the child. 2. Do not scold the child. 3. Give the child love and comfort. 4. Reassure the child.
The child rebels.	1. Be firm. 2. Keep your temper. **NOTE:** Do not let the child know you are irritated.
The child makes demands for parents.	1. Tell the child when parents will return. 2. Show interest in the child. 3. Try to divert the child's attention to some activity.

SECTION C: Guidance of Preschool Children Through Communication

Objectives

1. List three behaviors of a caregiver when providing guidance for preschool children.
2. Describe two examples of providing positive guidance for preschool children rather than responding negatively to them.
3. Demonstrate the appropriate method of guiding preschool children by role-playing with classmates.
4. From a list of items choose the things that the caregiver should do when responding to preschool children and omit the things that the caregiver should not do.

Information and/or Procedures

Providing the proper guidance or instruction for preschool children in the appropriate manner is vital if the children are to gain the most from their stay at the day-care center.

The following communication behaviors help the caregiver provide guidance.

1. **Do** speak in a calm, kind voice.
2. **Do** speak directly to the child; do not call to him across the play- room.
3. **Do** speak in short and simple sentences.
4. **Do** be positive.
5. **Do** get down to the child's physical level if possible. That is, stoop or sit on a low chair so that the child can see your face.
6. **Do** answer the child's questions.
7. **Do** give the child time to talk to other children.
8. **Do** smile.
9. **Do not** make fun of the child.
10. **Do not** give a child a choice if there is no real choice.
11. **Do not** compare the child with another by saying, "See how clean Jamie's hands are." (This might make him dislike both Jamie and the teacher.)
12. **Do not** be dishonest with the child. Do not say, "Kim didn't mean to hurt you." (The child may know that Kim did mean to hurt.) Instead, say, "Kim didn't know how much it would hurt" or "Kim didn't mean to hit so hard."
13. **Do not** make the child feel guilty by saying something like, "Only bad boys do things like that." (Accept the child, but not his bad actions.)
14. **Do not** make the child feel bad by saying, "You're a big boy (girl) now. You shouldn't act like a baby."

When providing guidance for the children, try to correct the child in positive language rather than negative and be direct rather than indirect. Some examples are provided below.

1. "Ride your tricycle around the bench," instead of "Don't bump the bench."
2. "Throw your ball over here," instead of "Don't hit the window."
3. Leave the heavy blocks on the ground," instead of "Don't put the heavy blocks on the high board."
4. "Give me the ball to hold while you're climbing," instead of "Don't climb with that ball in your hand."
5. "Take a bite of your dinner now," instead of "Don't play at the table."
6. "Take little bites and then it will all go in your mouth," instead of "Don't take such big bites, so you won't spill it."
7. "Pull the plug now and dry your hands," instead of "Don't spend any more time washing."
8. "Sit down when you slide," instead of "Don't stand up when you slide."
9. "Dig in the sand," instead of "Don't throw the sand."
10. "Sit in the swing," instead of "Don't stand in the swing."

11. "Use both hands when you climb," instead of "You'll fall if you don't watch out."
12. "Climb down the ladder," instead of "Don't jump off the box."
13. "Throw your stick over the fence," instead of "Don't play with the stick, you might hurt someone."
14. "Keep the puzzle on the table," instead of "Don't dump the puzzle pieces on the floor."
15. "Turn the pages carefully," instead of -Don't tear the book."
16. "Talk quietly," instead of "Don't shout."
17. "Wipe your hands on the paper towel," instead of "Don't put your hands on anything."
18. Be sure the ladder is safe,"instead of " Be careful; you might fall."
19. "Walk around the swing," instead of "Be careful. The swing might hit you."
20. "Wipe your brush on the jar," instead of "Don't drip paint on the floor."
21. "Time to go inside," instead of "Shall we go inside?"
22. "Wash your hands," instead of "Don't you want to wash your hands."
23. "Drink out of your own glass," instead of "Don't bother the other children."
24. Sit on your chair," instead of " "Don't lean forward so that the other children can't see."

Learning Activities

Role-play teacher-child interaction by dividing your class into pairs:

1. A teacher using demonstration, leading, or restraint with a child.
2. A teacher using gestures to aid communication with a child.
3. A teacher listening carefully to a child and responding with nonjudgmental comments to the child.
4. A teacher stating directions positively to a child.
5. A teacher using "I-messages" with a child.
6. A teacher giving a choice to a child.
7. A teacher using guidance with a child.

INSTRUCTIONAL OUTLINE

To teach the tasks association with MINIUNIT VII, a series of events must occur sequentially. In the following space, list the tasks and outline the procedure that should be used in teaching the miniunits.

List of Tasks	Procedure for Accomplishing Each Task
1	1.

MINIUNIT VIII. PLAY SUPERVISION

Goal: After completing this miniunit, the student will state the advantages of play for preschool children, identify types of preschool play activities, and develop materials and instruments necessary for the preschool child to perform some of the identified activities.

Resources

Burnett, Dorothy. **Your Preschool Child.** New York: Holt, Rhinehart and Winston, 1961, pp. 108-111.

U.S. Department of Agriculture. LSU Cooperative Extension Service. Coop. Publication 1863. (December 1978).

Tools and/or Equipment

Sewing Machine

Materials and/or Supplies

1. Patterns for toys
2. Fabric scraps
3. Beans or rice
4. Thread
5. Needles
6. Shears

SECTION A: Play Activities

Objectives

1. List three developmental areas promoted by play activities for preschool children.
2. Describe the two general categories of most preschool play activities.
3. State two effects, other than enjoyment, of play for preschool children.
4. Describe one appropriate preschool activity which may be performed with a bean bag.
5. From a list of items, identify what may serve as safe toys for preschool children.

Information and Procedure

Healthy preschool children play for the major portion of each day. Early childhood is often called "the playtime of life." Play is essential to the development of normal, well-adjusted children. Play also provides children with opportunities to develop physically, emotionally, and socially in ways which may not be accomplished with any other activity.

Types of Play. The categories of play are usually referred to as active and passive. In active play, the children derive enjoyment from what they do. In passive play, enjoyment comes from being a passive participant--from watching or listening to another person or to a group. If the play program of young children is well-balanced, part of the playtime will be devoted to active play and part to passive play. How much time devoted to each type of play will depend on the individual child.

Accomplishments of Play. When children begin to use toys to construct things, they discover that it is fun to dramatize with them. A doll is not seen as merely a doll by a child, but as a baby. A plastic truck is a real truck; stuffed animals are real animals.

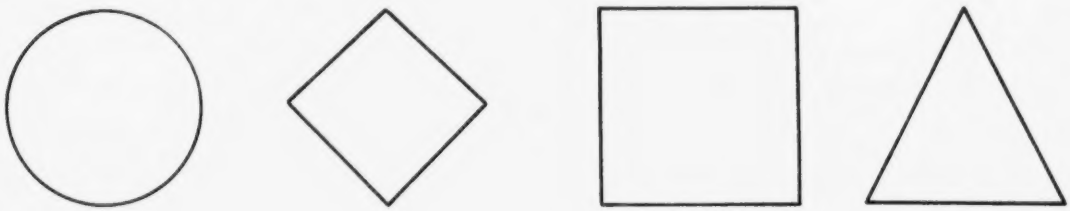
Games provide joy and entertainment as well as teaching group cooperation. Children have a good time while they learn to take turns, follow rules, and share.

Bean Bag Games. The following bean bag games provide entertainment for preschool children. Directions for making bean bags follow the list of games.

1. **Bean Bag Basketball.** Toss the bean bags in a bucket.
2. **Bean Bag Toss.** Put tape on the floor or sidewalk in the four shapes of the bean bags. Have children toss bean bags into the area that has the same shape as the child's bag.
3. **Bean Bag Hunt.** Hide bags all around the room. Children hunt for them.
4. **Colored Eggs.** One child is chosen as the wolf. The children are behind a box. Each child has a bean bag in hand. The wolf says, "Knock, knock." The children say, "What do you want?" The wolf says, "Colored eggs." Then the children say, "What color?" The wolf says, "Red." All the children with red bean bags run to the safe base. The wolf tries to catch the runners. Another child is chosen to be wolf.
5. **Fishing.** Draw a row of squares with chalk or tape. Place bean bags inside the lines. Children walk through the river picking up fish (bean bags). Do not step on any snakes (the lines). If three or four children are playing, you might tell the child to pick up only a certain color or shape of fish.
6. **Jump.** Have two or more children hold four corners of a blanket. Put three or four bean bags on the center. Raise and lower the blanket without the bean bags falling out. Practice can make the bags jump.

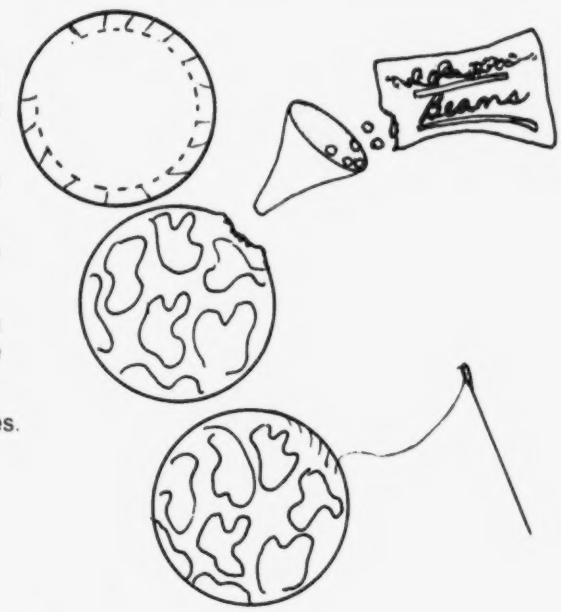
Make a bean bag for the above games in the following way:

1. Cut fabric scrap into a 4-inch shape (circle, diamond, square, and triangle). Cut two of each, and use a variety of colors.



2. Place right sides together and stitch a 1/4-inch seam around the edges leaving a 2-inch opening.
3. Clip around curved edge and turn to the right side. Press.
4. Fill the bags with beans or rice through the opening.
5. Turn down the open edges and stitch with a needle and thread. Make sure the opening is securely stitched closed.

The bean bag is now ready for fun and games.



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Safe Home-made Toys for Preschool Children. Toys are very important for the growth and development of toddlers. They help children use muscles and develop imagination and sense of responsibility.

Toys do not need to be expensive, store-bought ones; children like homemade toys just as well.

A pan of water and some cups provide a cool, relaxing way to learn what floats, what sinks, and how things look wet and dry.

Blocks are the best playthings for young children. Make blocks from all sizes of milk cartons with ends taped shut.

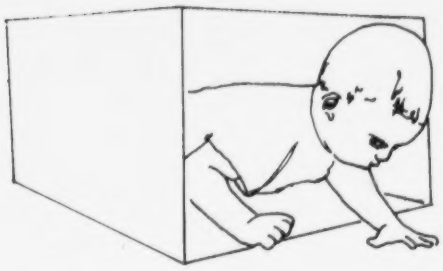
Preschool children like toys they move, push, pull, or ride.

Preschool children enjoy playing with pots and pans. At first a child will only make noise with the pans. Later the child will try to do as others do--"cook" in them.

Anything attached to a string or rope can provide hours of enjoyment as can empty boxes, cartons, spools, paper cups, and paper towel rolls.

A hole cut in the lid of a box allows children to drop things into it.

Fill a cardboard box with pillows and let the child push it around.



Cut the ends out of a box and make a tunnel for the child to crawl through. All children like to crawl through things and under furniture. A pile of sand will keep children happy for hours.

A pile of sand will keep children happy for hours.

SECTION B: Activities Which Improve Creative Skills

Objectives

1. Describe the appropriate paint activities for preschool children.
2. List two objectives (other than entertainment) which may be accomplished with songs.
3. Describe four songs appropriate for preschool children.
4. Describe two instruments which are appropriate for preschool children.
5. Demonstrate how to lead preschool children in a song by role playing with classmates.

Information and/or Procedures

Finger painting, manipulating play dough, cutting, and pasting offer emotional expressions with a contrast of colors and textures. Children should be allowed to draw or make items of their choice. This freedom encourages creativity. Children should be encouraged to do as much as possible for themselves, such as locating and obtaining supplies. When a project is started, allow the children to finish if possible. It is not necessary that all children be involved. Try to encourage participation, but do not demand it. Never ask a child, "What is it?" Ask the child to tell about what was done. Always compliment the work.

The checklist on the next page lists ways a teacher can facilitate creativity in children in a specific creative project.

CHECKLIST: FACILITATING CREATIVITY IN CHILDREN*

_____ 1. Expresses a positive, enthusiastic attitude.

_____ 2. Takes advantage of a child's natural curiosity and interests to inspire creativity.

_____ 3. Meets the physical needs of the child.

_____ 4. Makes clear the goal the child is to achieve.

_____ 5. Gives instructions clearly and simply.

_____ 6. Anticipates questions clearly and simply.

_____ 7. Has ample area provided for activity.

_____ 8. Area provided requires minimum upkeep and care.

_____ 9. Has ample time provided for activity.

_____ 10. Has ample materials provided for the activity.

_____ 11. Has materials and equipment ready and accessible.

_____ 12. Demonstrates how to stimulate children with divergent questions without being too directive.

_____ 13. Considers and plans for cleanup.

_____ 14. Tells children their responsibilities for cleanup.

_____ 15. Provides opportunity for child to practice a task.

_____ 16. Makes sure the child values his/her own product.

_____ 17. Provides a means of displaying products.

*Adopted from the Hamilton High School Day Care Center, Memphis, TN.

Painting Activities. Many ways of allowing a child to be creative through painting are available. Listed below are some suggestions:

1. **Ink Blots.** Prefold paper; drop thick paint onto the paper from a tongue depressor; refold; and open. Several colors may be used.
2. **String Painting.** Dip short lengths of string into bowls of paint and let them fall onto paper. Paper may also be folded, then the string is pulled out while the paper is held shut with one hand.
3. **"Block" Printing.** Dip objects into bowls of paint or into felt soaked in paint, then press or rub the objects on paper. Some objects are spools, corks, sink stoppers, sponges, jar lids, small blocks, scrub brushes, potatoes cut in shapes, combs, or Q-tips.
4. **Dry Powder Painting.** Put dry powder paint in dishes at the easel or on a table, and use wads of cotton. This gives a soft effect to the painting.
5. **Textured Paint.** Mix a textured substance with paint for different effects, adding a little glue to insure sticking. Salt (which sparkles when dry), sand, fine sawdust, or coffee grounds may be used. Soap flakes may also be sprinkled on painted surface.
6. **Spatter Painting.** Wire screens on frames, toothbrushes, pans of thin paint, and designs on objects to set under the screen on paper are needed for this project. Objects may be paper sillouettes, leaves, cookie cutters, or a variety of items such as keys, forks, spoons, scissors, tongue depressors. When one color is dry, another may be used.
7. **Table Painting.** Use bowls of thick paint and short-handled brushes.
8. **Fancy Paper.** Cut easel paper into unusual shapes to stimulate more elaborate design-painting on the child's part: circles, triangles, free-form designs, Easter eggs, Christmas trees, houses, etc.
9. **Different types of surfaces may be painted:**

paper towels	magazine pages	sea shells
colored construction paper	dry-cleaning bags	stones
printed newsprint	wooden blocks	branches
finger paint paper	cloth	paper bags
cardboard boxes	wood	oil cloth
egg cartons	clay	pine cones
wall paper	dried dough	aluminum foil

10. **Soap Painting.** Whip soap powder; add dry paint powder; and paint on colored or white paper with brushes. The mixture will be very stiff and is conducive to making designs.
11. **Crayon and Paint.** Draw with light-colored crayons, then cover with a wash of dark paint. The paint will cover all but crayon markings.
12. **Detergent Paint.** Paint mixed with detergent can be used to paint on glazed paper surfaces, plastic, aluminum foil, and glass.
13. **Mixing Colors.** The children can mix their own paints to be used at a table or easel. Put out colors in small amounts in paper cups or muffin tins and allow the children to mix. Mixing primary colors teaches composition of secondary ones. Mixing black or white with primary colors teaches greyed tones and pastel tints.
14. **Water Painting.** Large brushes and small pails of water can be used to "paint" fences, walks, trikes, sides of buildings, etc.
15. **Squeeze-bottle Paint.** Thick paint in screw-topped squeeze bottles are squeezed onto paper.

16. **Self-portrait.** Have a child lie down on paper and trace around the silhouette in dark crayon. The child then paints in the portrait.

17. **Roller Painting.** Use old roll-on deodorant bottles. Roll paint on paper.

Two recipes for finger paints are listed below:

Finger Paint Recipe 1

Sta Flo Starch
Tempra paint

To finger paint paper pour a small amount of starch on paper. Sprinkle paint on starch.

Mix with hands.

Finger Paint Recipe 2

2/3 c. elastic dry starch
1 c. cold water
3 c. boiling water
1 c. Ivory Soap Flakes
A few drops of oil of Cloves (a preservative)
Calcimine pigment or vegetable coloring

Dissolve elastic starch in cold water. Smooth lumps and add boiling water. Stir constantly. Thicken but do not boil more than one minute. Add rest of ingredients (hot or cold). Use on glazed papers, newsprint, or wrapping paper.

Suggested Musical Activities. Children enjoy singing silly songs with or without finger plays. Some songs are action or "doing" songs which provide exercise along with learning experiences. Sudents may relate songs with animals to pictures of animals or noises the animal makes. Use a record player or the piano, if students play. Choose a place where there will be no interruptions. The following songs and finger plays provide music for learning activity.

Where Is Thumbkin?

Where is Thumbkin? Where is Thumbkin?
Here I am. Here I am.
How are you today sir?
Very well I thank you.
Run away, run away.

2. Where is Pointer?
3. Where is Tall Man?
4. Where is Ring Man?
5. Where is Pinkie?

I'm a Little Teapot

I'm a little teapot,
Short and stout.
Here is my handle.
Here is my spout.
When I get all steamed up,
Hear me shout.
Just tip me over and pour me out.

Anthill

Once I saw an anthill
With no ants about,
So I said, "Little ants,
Won't you please come out?"
Then as if the little ants
Had heard my call-
One! Two! Three! Four! Five came out
And that was all!

Caterpillar

Caterpillar, caterpillar
brown and furry,
Winter has come
and you'd better hurry.
Find a leaf
under which to creep.
Spin a cocoon
in which to sleep.
Then when warm weather
comes this way,
You'll be a butterfly
and fly away.

Open-Shut

Open-shut them.
Open-shut them.
Give them a little clap.
Open-shut them.
Open-shut them.
Lay them in your lap.
Creep them-creep them.
Creep them-creep them
Right up to your chin
Open wide your little mouth.
But do not put them in.

10 Little Ponies

10 little ponies
In a meadow green.
10 little ponies
Friskiest ever seen.
They go for a gallop.
They go for a trot.
They come to a halt
In the big feed lot.
10 little ponies,
Fat and well fed,
Curl up together
In a soft staw bed.

Little Bunny

Here's a little bunny,
With his ears so funny,
And here's his hole in the ground.
When a noise he hears,
He pricks up his ears,
And into the hole he bounds.

Grandmother's Glasses

This is grandmother's glasses.
This is grandmother's cap.
This is the way she folds her hands
And lays them in her lap.

Great Big Train

The great big train goes up the track
It says toot, and then goes right back.

The More We Get Together

The more we get together-together-together,
The more we get together,
The happier we'll be.
For your friends are my friends.
The more we get together the happier we'll be.

Ency Wency Spider

The ency wency spider went up the water spout.
Down came the rain and washed the spider out.
Out came the sun and dried up all the rain.
And the ency wency spider went up the spout to play.

I'm Glad It's Raining (snowing, sleeting, etc.)

I'm glad it's raining, raining, raining.
I'm glad it's raining, raining, rain.

The Wheels on the Bus

The wheels on the bus go round and round,
Round and round, round and round.
The wheels on the bus go round and round,
All through the town.
The children on the bus go up and down.
The mothers on the bus go yak, yak, yak.
The people on the bus get on and off.
The driver on the bus says, "Move on back."
The horn on the bus goes beep, beep, beep.
The babies on the bus go waa, waa, waa.
The windshield wiper goes swish, swish, swish.
The money on the bus goes clank, clank, clank.

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Rhythm Instruments. Rhythm instruments are used to beat, but not necessarily to pick out tunes. Because young children do not have the coordination and sustained interest for real musical instruments, something to make a single sound with a single motion is ideal. Good rhythm instruments are drums, bells, triangles, hollow blocks to hit with a stick, two sticks to hit together, tamborines, blocks covered with sandpaper, cymbals, and rattlers. Much fun and learning may be derived by adding homemade instruments to the rhythm collection.

1. **Tamborine.** Turn two paper plates toward each other and staple them together, or stitch with yarn in an overcast. Sew bells around the edge.
2. **Triangle.** A horseshoe may be attached to rope and hit with a long square nail to make a ringing sound.
3. **Cymbals.** Two pot lids banged together are effective. Colored ribbon streamers tied to the handles add extra glamour.
4. **Rhythm sticks.** These are two sticks eight or ten inches long. Any dowel sticks, such as broom or toy handles, can be made into rhythm sticks. Tack ribbon streamers on the ends for added color.
5. **Guitar.** Rubber bands stretched lengthwise around a shoe box or around the back of a straight chair will make sounds similar to a guitar.
6. **Drums.** A pail turned upside down, a cooking pot with a resounding ring, or an empty cardboard box all serve well as drums. Drumsticks can be made out of any stick or dowel.
7. **Rattlers.** Any box with small hard contents makes an excellent rattler. Try different fillings such as acorns, toothpaste caps, jacks, pebbles, bells, beans, or rice to get various sounds.

Learning Experiences

1. Learn and present finger plays to children.
2. Teach art activities using at least three media.
3. Present a story with teaching aids.
4. Lead a song with a group of children.
5. Choose one instrument and make it. Show how this could be used in a circle time.

Related Activities

Language Arts: 1. Define glossary words and make sentences.
2. Write a story suitable for a child.

Math: 1. Figure the cost for musical instruments and books for each child.

INSTRUCTIONAL OUTLINE

To teach the tasks association with MINIUNIT VIII, a series of events must occur sequentially. In the following space, list the tasks and outline the procedure that should be used in teaching the miniunits.

List of Tasks	Procedure for Accomplishing Each Task
1.	1.

MINIUNIT IX. SIMULATION OF A DAY-CARE CENTER

Goal: After completing this miniunit, the student will describe appropriate facilities and equipment for preschool children, to prepare learning activities, and to role-play the part of a caregiver leading in these activities.

Resources

"Daily Schedule." Materials from Vo-Tech Child Care Center, Southhaven High School, Southhaven, Mississippi.

Dennison, Lucy B. and Webb, Anita H. **Child Care Aide.** Blacksburg, VA: Virginia Polytechnic Institute and State University, 1978.

Memphis City Schools, Memphis, Tennessee. Child Development Center. **Supervised Worker,** 1966.

Mississippi. State Department of Education. **Mississippi Pedestrian Safety School Guide,** 1972.

Tennessee. Department of Public Welfare. **Day Care Standards,** 1966.

Tools and/or Equipment

1. Equipment checklist
2. The form -Inventory of "Interest in Child-care Work"
3. Paper
4. Pencil

Objectives

1. List four conditions that determine whether equipment is appropriate for preschool children.
2. List four skills which should be improved by learning experiences for preschool children.
3. Describe materials and supplies commonly found in five activity areas of a preschool program.
4. Complete a job sheet for one learning activity for preschool children.
5. Serve as caregiver for one day, following the prescribed daily schedule, with peers role-playing the parts of preschool children.
6. Complete a "Personal Qualities Checklist" and "Inventory of Interest in Child-Care Work" based on observation of self.

Information and/or Procedures

The following areas discussed in the miniunit are to be included in a day-care center simulation.

Equipment for a Day-care Center. Equipment should provide opportunities for children to develop muscular control, finger dexterity, eye-hand coordination, and balance. It should be sturdy, safe, and child-size to encourage children to help themselves and become independent. Learning experiences should be included which encourage listening, sharing, developing good habits, and achievement. The following activity areas with equipment to encourage various learning experiences should be included in the simulated day care center:

1. **Music Area.** Piano, phonograph, unbreakable records, drums, other musical instruments.
2. **Art Center.** Tempera paint, finger paint, clay, scissors, paper, easel, brushes, crayons.

3. **Games and Puzzles.** Blocks, spools, matching games, wooden puzzles, wooden logs, lace-up shoes, sewing cards.
4. **Science Center.** Cage with pet, rocks, sea shells, bird's nest, green plants, flowers, acquarium, terrarium, magnet, magnifying glass, leaves.
5. **Home Center.** Sink, stove, refrigerator, table, chairs, dress-up clothes, cars, trucks, used auto parts, dolls.
6. **Book Center.** Fairy tales, poems, record books, touch-and-feel books, picture books, encyclopedias.
7. **Outside Area.** Jungle gym, see-saw, slide, swings, tricycle, sandbox, shovels, buckets, wagon, balls, jump rope.
8. **Readiness Area.** Numbers, colors, letters, shapes, sizes, likenesses, differences, sounds, measurements.
9. **Rest Area.** Child-size cots or mats, quiet room.
10. **Eating Area.** Child-size tables and chairs and drinking fountain.
11. **Restrooms.** Child-size toilets, sinks, and shatter-proof mirrors.

Use the checklist on the next page to help set up simulated day-care center or to evaluate it. It may also be used to evaluate any other day-care center.

EQUIPMENT CHECKLIST

Answer each question yes or no. For every yes answer, name the equipment that you found at the home or the day-care center.

		Yes	No
1.	Is there equipment which encourages vigorous play?	_____	_____
2.	Is there equipment representing living and working conditions of the home and community?	_____	_____
3.	Is there equipment which encourages children to share?	_____	_____
4.	Is there equipment placed at the child's eye level?	_____	_____
5.	Is there equipment that provides experience with living things and with nature?	_____	_____
6.	Is there equipment to provide for the children's small size?	_____	_____
7.	Is there equipment to provide experience with art?	_____	_____
8.	Is there equipment to provide experience with stories and music?	_____	_____
9.	Is there equipment to provide experience with music?	_____	_____
10.	Is there equipment to provide quiet play?	_____	_____
11.	Is there equipment to provide sanitation and cleanliness?	_____	_____
12.	Is there equipment to provide drinking water?	_____	_____
13.	Is there equipment to provide experience in handling different textures of materials?	_____	_____
14.	Is there equipment to provide food for the children?	_____	_____
15.	Is there equipment to provide rest for the children?	_____	_____

Daily Schedule. The schedule should be flexible to conform to any break in the normal routine. Use the schedule below to help keep your activities in the proper time frame.

DAILY SCHEDULE

Time	
7:30 - 8:00	Arrival: store child's personal belongings, assign child to work area.
8:00 - 8:30	Group time: roll, opening exercises, sharing, show-and-tell, colors.
8:30 - 9:30	Free play; choose any activity, games, and toys
9:30 - 9:45	Clean up; bathroom
9:45 - 10:00	Snack
10:00 - 10:45	Outside or inside fun and games
10:45 - 11:15	Quiet games; finger plays; songs
11:15 - 11:30	Restroom; wash hands; set tables for lunch
11:30 - 12:00	Lunch; table manners
12:00 - 12:15	Clean up
12:15 - 1:15	Rest time; listening to quiet music
1:15 - 1:30	Active games
1:30 - 2:00	Group learning readiness
2:00 - 2:15	Story time
2:15 - 2:30	Restroom; wash hands; snack
2:30 - 3:00	Free play
3:00 - 3:30	Dismissal; get belongings together

Job Sheet for Learning Activity in a Day-care Center. Fill out the job sheet for the activity you have chosen. When you have completed the activity, complete the evaluation section and turn it in to your teacher. The following is a job sheet outline which you can use:

Plan for Activity

My activity is _____

My plans for the activity are _____

I will use the following materials: _____

I will need the help of one or more of the other students. Yes _____ No _____

The student will do the following: _____

The children will learn _____

Evaluation of Activity

What skills were emphasized? _____

How did the children participate? _____

Did the activity hold their attention? _____

Was there proper discipline and control? _____

Did the children understand your instructions? _____

Was the activity interesting to the children? _____

Did you follow your plan? _____

What did the children learn? _____

How can you make this activity better? _____

Caregiver Qualities and Interests. Taking care of children is a dignified job which should be treated with respect. Parents who leave their children with a caregiver expect the caregiver to be almost perfect. The following are some desirable personal qualities of a day-care worker:

1. Clean
2. Dependable
3. Honest
4. Patient
5. Healthy
6. Friendly
7. Understanding
8. Cheerful
9. Fair
10. Cooperative

A person who cares for children should like them. Answer the following statements with yes, no, or sometimes. Leave a space beside the answer for the teacher, then turn the paper in for the teacher's evaluation. Discuss the answers to determine interest in child care work.

Inventory of Interest in Child-Care Work

	Statement	My Check	Teacher's
1.	I am dependable.	_____	_____
2.	I report to work or class on time.	_____	_____
3.	I follow directions.	_____	_____
4.	I am interested in children.	_____	_____
5.	I am calm under pressure.	_____	_____
6.	My personality is pleasing.	_____	_____
7.	I practice good health habits.	_____	_____
8.	I communicate well with children.	_____	_____
9.	I speak clearly and slowly.	_____	_____
10.	I use proper language.	_____	_____
11.	My voice is pleasant.	_____	_____
12.	I avoid bad language.	_____	_____
13.	I do not yell at children.	_____	_____
14.	I like to work with children.	_____	_____
15.	My clothes are neat and clean.	_____	_____
16.	My hair is attractive.	_____	_____
17.	I use good manners.	_____	_____
18.	I am patient with children.	_____	_____
19.	I like to do things on my own.	_____	_____
20.	I can take responsibility.	_____	_____

Learning Experiences

1. Role-play with classmates an outside game, a quiet game, a song, reading a book, a science activity, and a number or readiness activities for children. Take turns being the leader.
2. Practice taking children to the restroom and the water fountain.
3. Practice setting the table for snack time and for lunch.
4. Practice washing and drying doll clothes and dress-up clothes.

Suggested Related Activities

Language Arts:
1. Spell and define of glossary words.
2. Find unfamiliar words and look up definitions.
3. Write sentences using spelling words.
4. Give a report on some activity performed with children

Math:
1. Figure cost on equipment, food, books, toys, etc.
2. Add cost of transportation to and from your job.
3. Add cost of food on the job such as snack and lunch.

INSTRUCTIONAL OUTLINE

To teach the tasks association with MINIUNIT IX, a series of events must occur sequentially. In the following space, list the tasks and outline the procedure that should be used in teaching the miniunits.

List of Tasks	Procedure for Accomplishing Each Task
1	1.